

ME Part B

FFY2014 State Performance Plan / Annual Performance Report

Introduction to the State Performance Plan (SPP)/Annual Performance Report (APR)

Attachments

File Name	Uploaded By	Uploaded Date
No APR attachments found.		

In order to ensure consistent data across indicators, provide the number of districts in this field and the data will be loaded into the applicable indicator data tables.

This data will be prepopulated in indicators B3A, B4A, B4B, B9, and B10.

General Supervision System:

The systems that are in place to ensure that IDEA Part B requirements are met, e.g., monitoring, dispute resolution, etc.

Attachments

File Name	Uploaded By	Uploaded Date	Remove
thegeneralsupervisionsystem.docx	Shawn Collier		 Remove

Technical Assistance System:

The mechanisms that the State has in place to ensure the timely delivery of high quality, evidenced based technical assistance and support to LEAs.

Maine DOE and Child Development Services provide a range of technical assistance to improve performance from minimal assistance to substantial interventions. Technical assistance is implemented at varying levels and through multiple means such as websites, local, regional and/or state-wide meetings and conferences, virtual or direct training from state personnel or from other resources.

Maine DOE and CDS have several mechanisms in place to ensure high quality, evidence based practice technical assistance and support to LEAs occurs in a timely manner. Structures that exist within the Office of Special Services and CDS connect to professional development initiatives across the Department of Education and through National TA Centers to provide technical assistance that is cross-collaborative.

State Personnel Development Grant (SPDG). The SPDG supports delivery of technical assistance by the Office of Special Services (OSS). The evidence-based practices used throughout the SPDG professional development complements LEA's evidence-based initiatives in the multi-tiered system of support (e.g., positive behavioral interventions and supports, response to intervention), hence creating a universally designed learning environment for all children in the general education setting. Evidence-based practice professional development (EBP PD) facilitates the development of leader teams within a region, focused on an area of need for that region. Training is provided regionally to ensure a broader catchment area, in order to establish leader teams. Teams are made up of district-based groups that have defined the focus area as an area of need for their district. Through

self-assessment and development of improvement plans, district teams improve their practice at their district and bring their expertise to their region. Then, as leader teams, they receive technical assistance via a coach trained in the area of development to continue their growth as resources to the districts in their region.

SPDG professional development resources and activities are available on-line. Teams and their regions have access to these dynamic resources. They include video of live trainings, document and guidance resources, and collaboration tools.

Coaching is a key piece to the implementation of technical assistance throughout Maine DOE initiatives. Maine has been granted a waiver from school improvement provisions of the Elementary and Secondary Education Act (ESEA). This flexibility from the United State Department of Education has allowed Maine to implement its own statewide ambitious yet achievable plan to improve educational outcomes for all students, close achievement gaps and increase the quality of instruction. Coaching is a key piece to the implementation of technical assistance throughout Maine DOE initiatives.

At the heart of the State's plan is a system of differentiated recognition, accountability and support for Maine's Title I-served schools. Schools have been placed in one of five categories: priority, focus, monitor, progressing and meeting. These tiers allow the State to most intensively target its support to the schools that past performance shows need it the most, though improvement resources will be available to all public schools. The focus and priority schools have been assigned coaches and those coaches have worked with the Maine DOE Office of Special Services to ensure that their schools are accessing SPDG and other professional development activities, and using data to set goals to close the gap for students with disabilities.

Targeted technical assistance. As needs arise Maine DOE is able to direct the quality of the effective implementation of policies and procedures through targeted technical assistance. The department is informed of needs directly by districts, regional CDS sites, contracted providers, community members, families or the Maine Administrators of Services for Children with Disabilities (MADSEC). Technical assistance is then designed to meet the needs of the LEA and can take any variety of forms, including on-line resources, documents, coaching, mentoring, and training of trainers or leader teams.

Listen and Learn Series. This biweekly webinar series is intended to offer professional development and technical assistance for special education directors in the field. The Office of Special Services offers a Listen & Learn webinar series that is typically accessed by teacher leaders in the field, including special education directors, program directors and regional CDS site directors. Through a regular schedule teachers and other educators can plan to participate. In addition, these webinars are recorded and posted for access at a later date, facilitating the use of these learning opportunities by LEAs in their professional development to their own staff. Topics are identified through participant polls and feedback from the field, and have included post-secondary transition planning, related services, and services for children who are blind or visually impaired, among others.

New Directors Academy. In collaboration with the Maine Administrators of Services for Children with Disabilities (MADSEC) Maine DOE presents a multi-day training for special education directors and CDS regional directors in the field for two years or less. Trainings are provided in August and typically follow an alternating year schedule. By working with MADSEC the department is able to respond to the training needs of the State.

Attachments

File Name

Uploaded By

Uploaded Date

No APR attachments found.

Professional Development System:

The mechanisms the State has in place to ensure that service providers have the skills to effectively provide services that improve results for students with disabilities.

See attachment.

Attachments

File Name

Uploaded By

Uploaded Date

Remove

File Name	Uploaded By	Uploaded Date	Remove
professionaldevelopmentsystem.docx	Shawn Collier		R e m o v e

Stakeholder Involvement: ☒ apply this to all Part B results indicators

The mechanism for soliciting broad stakeholder input on targets in the SPP, including revisions to targets.

IDEA requires that each state establish a State Advisory Panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State. Membership is specified in the federal regulations and a majority of the members must be individuals with disabilities or parents of children with disabilities (ages birth through 26). The Part B State Advisory Panel provides advice on the implementation of the IDEA program (Part B) that serves children with disabilities from age three to 20. Members are appointed by the Governor. The panel consists of 13 people: two parents of children with disabilities (ages birth through 26); an individual with a disability; a teacher; a representative of an institution of higher education that prepares special education/related services personnel; a State official who carries out activities under subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act; two administrators of programs for children with disabilities; a representative of a State agency (Department of Health and Human Services) involved in the financing or delivery of related services to children with disabilities; a representative of a public charter school; a representative of a vocational, community or business organization concerned with the provision of transition services to children with disabilities; a representative from the State child welfare agency responsible for foster care; and a representative from the State juvenile and adult corrections agencies. A majority of the members of the panel must be individuals with disabilities or parents of children with disabilities (ages birth through 26). Among the members is an individual who represents the SAP on the State Systemic Improvement Plan stakeholder group. The SAP is a strong representation of community stakeholders. They bring to the table the responsibility of representation of their own field and community level stakeholders.

The director of the Maine DOE Office of Special Services met with the SAP during their quarterly meetings throughout the FFY 2014 year. Members were informed of department priorities and current issues and advice was sought from the membership for the Maine DOE to consider in legislation, rule making, procedures and reporting. Topics included revisions to the Maine Unified Special Education Regulations and the State Systemic Improvement Plan.

Target setting activities for the new SSIP consisted of series of meetings of the SAP membership in 2013 and 2014 during which members were informed of the development of the new State Performance Plan and the new alignment of indicators. These meetings included input from the public. Past performance for each indicator in the first year with comparable consistent measurement with the baseline was identified. Possible targets were suggested based on performance trajectories that were estimated using linear regression and exponential smoothing. Maine DOE staff members, including the director, data manager and SPP/APR coordinator, were available to answer any statistical or practical questions related to the indicators, past performance, or the analysis leading to suggestions of targets. SAP members discussed priorities amongst themselves and arrived at recommendations for targets for all results indicators (except B-17) for the life of the SPP.

Attachments

File Name	Uploaded By	Uploaded Date
No APR attachments found.		

Reporting to the Public:

How and where the State reported to the public on the FFY 2013 performance of each LEA located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State's submission of its FFY 2013 APR, as required by 34 CFR §300.602(b)(1)(i)(A); and a description of where, on its Web site, a complete copy of the State's SPP, including any revision if the State has revised the SPP that it submitted with its FFY 2013 APR in 2015, is available.

School year 2013-14 LEA determinations were reported to the public no later than 120 days following Maine's submission of its FFY 2013 APR. These determinations are posted on the following webpage:

<http://www.maine.gov/doe/specialed/support/spp/leadeterminations2013.html>

FFY 2014 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

The requirement for public reporting on LEA performance is a critical provision in ensuring accountability and focusing on improved results for children with disabilities. All LEAs receive and review on a yearly basis a letter with their determination status, the rubric "Local Determination Levels Assistance and Enforcement", and the LEA profile. Data profile designs were developed for each Local Educational Agency (LEA) in the State. The profiles provide indicator-specific performance and compliance data to the LEA and to the public for use in program improvement. The LEA profiles are used as the basis for determinations of LEA program performance. Each indicator is evaluated for level of determination to provide the LEA with measurement-specific feedback on their implementation of IDEA with regard to State Performance Plan (SPP) indicators. The individual determinations are then used to develop an overall determination with respect to the requirements of the SPP in one of the four required categories: Meets Requirements; Needs Assistance; Needs Intervention; or Needs Substantial Intervention. These determinations set the level of support and intervention provided and define areas of required action and follow-up.

A complete copy of Maine's SPP including revisions submitted with the FFY2013 APR is located on the following webpage:

<http://www.maine.gov/doe/specialed/support/spp/index.html>

Data profiles for Part B 619 students are posted on the SPP website:

<http://www.maine.gov/doe/specialed/support/spp/publicreporting/index.html>

School year 2013-14 LEA determinations are currently posted on the SPP website:

<http://www.maine.gov/doe/specialed/support/spp/index.html>

Attachments

File Name	Uploaded By	Uploaded Date
No APR attachments found.		

Actions required in FFY 2013 response

None

Indicator 1: Graduation

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with IEPs graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

Historical Data

Baseline Data: 2011


FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target ≥			78.00%	80.00%	82.00%	84.00%	86.00%	86.00%	86.00%	90.00%
Data		74.30%	77.00%	76.00%	64.70%	64.70%	65.10%	66.02%	70.12%	70.38%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline  Blue – Data Update


FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target ≥	90.00%	90.00%	90.00%	90.00%	90.00%

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the [introduction](#). Enter additional information about stakeholder involvement

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2013-14 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	12/2/2015	Number of youth with IEPs graduating with a regular diploma	1,787	
SY 2013-14 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	12/2/2015	Number of youth with IEPs eligible to graduate	2,518	null
SY 2013-14 Regulatory Adjusted Cohort Graduation Rate (EDFacts file spec C150; Data group 695)	12/2/2015	2012-13 Regulatory four-year adjusted-cohort graduation rate table	70.97%	Calculate 

FFY 2014 SPP/APR Data

Number of youth with IEPs in the current year's adjusted cohort graduating with a regular diploma	Number of youth with IEPs in the current year's adjusted cohort eligible to graduate	FFY 2013 Data	FFY 2014 Target	FFY 2014 Data
1,787	2,518	70.38%	90.00%	70.97%

Graduation Conditions Field

FFY 2014 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Provide the four-year graduation cohort rate. The four-year graduation rate follows a cohort, or a group of students, who begin as first-time 9th graders in a particular school year and who graduate with a regular high school diploma in four years or less. An extended-year graduation rate follows the same cohort of students for an additional year or years. The cohort is "adjusted" by adding any students transferring into the cohort and by subtracting any students who transfer out, emigrate to another country, or die during the years covered by the rate.

Under 34 C.F.R. §200.19(b)(1)(iv), a "regular high school diploma" means the standard high school diploma awarded to students in a State that is fully aligned with the State's academic content standards and does not include a GED credential, certificate of attendance, or any alternative award. The term "regular high school diploma" also includes a "higher diploma" that is awarded to students who complete requirements above and beyond what is required for a regular diploma.

Calculations and data for the 2013-14 graduates are the same as those used for reporting under Title 1 of the Elementary and Secondary Education Act (ESEA). Starting in 2008-09, Maine moved to the new federally-required method for calculating the graduation rate, known as the Adjusted Cohort Graduation Rate, or ACGR, which shows the percentage of students who entered 9th grade and graduated within four years. The purpose of the federal requirement is to use the same method across states and to provide more consistency in reporting and comparisons across states. It is important to note this rate does not reflect the students who graduate from high school in five or six years.

For the graduation rate for the class of 2014, Maine compared the number of students who entered 9th grade in the fall of 2010 and received a regular high school diploma upon their 2014 graduation. For this calculation, the denominator contains the cohort of all first-time 9th-graders from four years earlier plus all transfers into this cohort minus all transfers out (e.g., due to death, moving to another state). The numerator contains only regular diploma recipients from the four year cohort. Maine does not have different conditions for graduation for students with IEPs.

Actions required in FFY 2013 response

None

Indicator 2: Drop Out

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with IEPs dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

Historical Data

Baseline Data: 2013


FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target ≤			4.00%	3.50%	3.00%	3.00%	2.00%	2.00%	2.00%	19.83%
Data		8.60%	3.50%	3.70%	3.80%	5.50%	5.50%	5.04%	5.50%	19.83%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline  Blue – Data Update

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target ≤	19.83%	19.80%	19.80%	19.00%	19.00%

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the [introduction](#). Enter additional information about stakeholder involvement

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2013-14 Exiting Data Groups (EDFacts file spec C009; Data Group 85)	6/4/2015	Number of youth with IEPs (ages 14-21) who exited special education by graduating with a regular high school diploma (a)	57,384	1,594
SY 2013-14 Exiting Data Groups (EDFacts file spec C009; Data Group 85)	6/4/2015	Number of youth with IEPs (ages 14-21) who exited special education by receiving a certificate (b)	1,224	34
SY 2013-14 Exiting Data Groups (EDFacts file spec C009; Data Group 85)	6/4/2015	Number of youth with IEPs (ages 14-21) who exited special education by reaching maximum age (c)	684	19
Number of youth with IEPs (ages 14-21) who exited special education due to dropping out (d)	6/4/2015	Number of youth with IEPs (ages 14-21) who exited special education due to dropping out (d)	13,572	377
SY 2013-14 Exiting Data Groups (EDFacts file spec C009; Data Group 85)	6/4/2015	Number of youth with IEPs (ages 14-21) who exited special education as a result of death (e)	288	8

Explanation of Alternate Data

After initial submission of the APR on Feb 1, 2016, Maine discovered that the pre-populated values were incorrect and did not match the EDFacts values that they were supposed to match even though the resulting percentage based on the pre-populated counts was correct. The pre-populated values that go into the percent calculation have been over-written to match the appropriate EDFacts values, but the resulting percentage for this indicator remains the same.

FFY 2014 SPP/APR Data

FFY 2014 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Number of youth with IEPs (ages 14-21) who exited special education due to dropping out [d]	Total number of all youth with IEPs who left high school (ages 14-21) [a + b + c + d + e]	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
377	2,032	19.83%	19.83%	18.55%



Provide additional information about this indicator (optional)

The year prior to the current reporting year represented a new baseline for Maine. Prior to last year (FFY2013), Maine used a calculation that was previously used for reporting under Title I of the Elementary and Secondary Education Act: (number of youth with IEPs ages 14-20 reported as dropouts / number of youth with IEPs ages 14 through 20 in secondary enrollment) * 100. For ease of reporting, ease of state to national comparisons, and because the former calculation is no longer used in the ESEA consolidated State Performance Report, Maine has chosen to use the same calculation as that used in 618 IDEA reporting (number of youth with IEPs ages 14 through 20 who exited special education due to dropping out/number of youth with IEPs ages 14 through 20 who left high school)*100.

The reasons for which students with IEPs may have left school include:

graduating with a regular high school diploma, receiving a certificate, reaching maximum age, dropping out, and as a result of death.

These students make up the denominator in this calculation. FFY2014 performance identifies 18.55% of these students as having dropped out of high school.

The Maine DOE Data Warehouse provides data on the above categories. The Data Warehouse can be found at:
http://dw.education.maine.gov/DirectoryManager/Web/maine_report/MaineLanding.aspx

Actions required in FFY 2013 response

None

Indicator 3A: Districts Meeting AYP/AMO for Disability Subgroup

Explanation of why this indicator is not applicable

No longer required due to passage of ESSA.

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

This indicator is not applicable.

Indicator 3B: Participation for Students with IEPs

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP/AMO targets for the disability subgroup.
 B. Participation rate for children with IEPs.
 C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Historical Data

	Group Name	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Reading	A Grade 3-8	2013	Target ≥										98.00%
			Data		95.33%								98.10%
	B High School	2013	Target ≥										98.00%
			Data										90.53%
Math	A Grade 3-8	2013	Target ≥										98.00%
			Data		95.33%								98.05%
	B High School	2013	Target ≥										98.00%
			Data										90.58%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline  Blue – Data Update

FFY 2014 - FFY 2018 Targets

	FFY	2014	2015	2016	2017	2018
Reading	A ≥ Grade 3-8	98.00%	98.00%	98.00%	98.00%	98.00%
	B ≥ High School	98.00%	98.00%	98.00%	98.00%	98.00%
Math	A ≥ Grade 3-8	98.00%	98.00%	98.00%	98.00%	98.00%
	B ≥ High School	98.00%	98.00%	98.00%	98.00%	98.00%

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the [introduction](#).

Enter additional information about stakeholder involvement

Would you like to use the assessment data below to automatically calculate the actual data reported in your FFY 2013 APR by the grade groups you provided on the Reporting Group Selection page? yes

Would you like the disaggregated data to be displayed in your final APR? yes

FFY 2014 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Data Source: SY 2014-15 Assessment Data Groups - Reading (EDFacts file spec C188; Data Group: 589) **Date:** 12/23/2015

Reading assessment participation data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs	2515	2482	2543	2471	2415	2423	n	n	n	n	2068
b. IEPs in regular assessment with no accommodations	1526	1541	1604	1625	1624	1620					989
c. IEPs in regular assessment with accommodations	640	623	598	487	452	345					125
d. IEPs in alternate assessment against grade-level standards											
e. IEPs in alternate assessment against modified standards											
f. IEPs in alternate assessment against alternate standards	173	177	201	200	162	206					177

Data Source: SY 2014-15 Assessment Data Groups - Math (EDFacts file spec C185; Data Group: 588) **Date:** 12/23/1015

Math assessment participation data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs	2516	2483	2545	2471	2415	2423	n	n	n	n	2068
b. IEPs in regular assessment with no accommodations	1904	1547	1506	1559	1517	1458					897
c. IEPs in regular assessment with accommodations	258	611	690	544	553	483					193
d. IEPs in alternate assessment against grade-level standards											
e. IEPs in alternate assessment against modified standards											
f. IEPs in alternate assessment against alternate standards	169	175	201	201	161	204					178

FFY 2014 SPP/APR Data: Reading Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A Grade 3-8	14,849	13,804	98.10%	98.00%	92.96%
B High School	2,068	1,291	90.53%	98.00%	62.43%

Explanation of Group A Slippage

The spring of 2015 was the first time that Maine administered assessments of their more rigorous College & Career Readiness (CCR) standards that were adopted in 2011. At grades 3-8, Maine transitioned from the New England Common Assessment (NECAP), used in FFY2013, to the Smarter Balanced assessment for the FFY2014. With this change, a great deal of media attention focused on parents' ability to opt their children out of the assessment. As a result, many more parents opted their children out of the assessment. This decline was not unique to students with disabilities; the decline in the assessment participation of students with disabilities reflects the decline of participation in the overall student population. This general push-back against the assessment is well-documented in local media reports, such as those found here <http://hereandnow.wbur.org/2015/02/27/opt-out-school-tests> and here <http://bangordailynews.com/2015/03/01/education/testing-the-test-mainers-push-back-against-standardized-testing/>, and it is believed that these factors resulted in the significant decline in assessment participation in FFY2014.

Explanation of Group B Slippage

The spring of 2015 was the first time that Maine administered assessments of their more rigorous College & Career Readiness (CCR) standards that were adopted in 2011. At

FFY 2014 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

the high school level, Maine transitioned from the SAT used in FFY2013, to the Smarter Balanced assessment for FFY2014.

At the high school level, there was concern about the amount of testing because the Smarter Balanced assessment was longer than the SAT in previous years. This concern occurred at a time when there was a great deal of media attention about assessment, and a significant amount of that attention focused on parents' ability to opt their children out of the assessment. As a result, many more parents opted their children out of the assessment, particularly at the high school level, than in previous years. This decline was not unique to students with disabilities; the decline in the assessment participation of students with disabilities reflects the decline of participation in the overall student population. This general push-back against the assessment is well-documented in local media reports, such as those found here <http://hereandnow.wbur.org/2015/02/27/opt-out-school-tests> and here <http://bangordailynews.com/2015/03/01/education/testing-the-test-mainers-push-back-against-standardized-testing/>, and it is believed that these factors resulted in the significant decline in assessment participation in FFY2014.

FFY 2014 SPP/APR Data: Math Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A Grade 3-8	14,853	13,741	98.05%	98.00%	92.51%
B High School	2,068	1,268	90.58%	98.00%	61.32%

Explanation of Group A Slippage

The spring of 2015 was the first time that Maine administered assessments of their more rigorous College & Career Readiness (CCR) standards that were adopted in 2011. At grades 3-8, Maine transitioned from the New England Common Assessment (NECAP), used in FFY2013, to the Smarter Balanced assessment for the FFY2014. With this change, a great deal of media attention focused on parents' ability to opt their children out of the assessment. As a result, many more parents opted their children out of the assessment. This decline was not unique to students with disabilities; the decline in the assessment participation of students with disabilities reflects the decline of participation in the overall student population. This general push-back against the assessment is well-documented in local media reports, such as those found here <http://hereandnow.wbur.org/2015/02/27/opt-out-school-tests> and here <http://bangordailynews.com/2015/03/01/education/testing-the-test-mainers-push-back-against-standardized-testing/>, and it is believed that these factors resulted in the significant decline in assessment participation in FFY2014.

Explanation of Group B Slippage

The spring of 2015 was the first time that Maine administered assessments of their more rigorous College & Career Readiness (CCR) standards that were adopted in 2011. At the high school level, Maine transitioned from the SAT used in FFY2013, to the Smarter Balanced assessment for FFY2014.

At the high school level, there was concern about the amount of testing because the Smarter Balanced assessment was longer than the SAT in previous years. This concern occurred at a time when there was a great deal of media attention about assessment, and a significant amount of that attention focused on parents' ability to opt their children out of the assessment. As a result, many more parents opted their children out of the assessment, particularly at the high school level, than in previous years. This decline was not unique to students with disabilities; the decline in the assessment participation of students with disabilities reflects the decline of participation in the overall student population. This general push-back against the assessment is well-documented in local media reports, such as those found here <http://hereandnow.wbur.org/2015/02/27/opt-out-school-tests> and here <http://bangordailynews.com/2015/03/01/education/testing-the-test-mainers-push-back-against-standardized-testing/>, and it is believed that these factors resulted in the significant decline in assessment participation in FFY2014.

Public Reporting Information

Provide links to the page(s) where you provide public reports of assessment results.

http://dw.education.maine.gov/DirectoryManager/WEB/Maine_Report/SpecialEducationDT.aspx

Actions required in FFY 2013 response

None

Indicator 3C: Proficiency for Students with IEPs

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP/AMO targets for the disability subgroup.
 B. Participation rate for children with IEPs.
 C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Historical Data

	Group Name	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Reading	A Grade 3-8	2009	Target ≥					58.00%	66.00%	75.00%	75.00%	75.00%	35.00%
			Data					35.00%	31.00%	31.00%	34.00%	32.60%	30.71%
	B HS	2009	Target ≥					64.00%	71.00%	70.00%	70.00%	70.00%	20.00%
			Data					15.00%	13.00%	17.00%	16.00%	13.80%	15.97%
Math	A Grade 3-8	2009	Target ≥					50.00%	60.00%	78.00%	78.00%	78.00%	30.00%
			Data					32.00%	29.00%	28.00%	29.00%	29.00%	26.02%
	B HS	2009	Target ≥					43.00%	54.00%	66.00%	78.00%	66.00%	15.00%
			Data					11.00%	13.00%	15.00%	29.00%	13.71%	15.69%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline  Blue – Data Update

FFY 2014 - FFY 2018 Targets

	FFY	2014	2015	2016	2017	2018
Reading	A ≥ Grade 3-8	35.00%	45.00%	60.00%	75.00%	90.00%
	B ≥ HS	20.00%	30.00%	50.00%	70.00%	90.00%
Math	A ≥ Grade 3-8	30.00%	40.00%	50.00%	70.00%	90.00%
	B ≥ HS	15.00%	25.00%	45.00%	70.00%	90.00%

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the [introduction](#).

Enter additional information about stakeholder involvement

Would you like to use the assessment data below to automatically calculate the actual data reported in your FFY 2013 APR by the grade groups you provided on the Reporting Group Selection page? yes

Would you like the disaggregated data to be displayed in your final APR? yes

FFY 2014 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Data Source: SY 2014-15 Assessment Data Groups - Reading (EDFacts file spec C188; Data Group: 589) **Date:** 12/23/2015

Reading proficiency data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs who received a valid score and a proficiency was assigned	2339	2341	2403	2312	2238	2171	n	n	n	n	1291
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	269	222	258	162	176	184					115
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	86	74	63	27	31	25					10
d. IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level											
e. IEPs in alternate assessment against modified standards scored at or above proficient against grade level											
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	93	105	99	96	96	113					105

Data Source: SY 2014-15 Assessment Data Groups - Math (EDFacts file spec C185; Data Group: 588) **Date:** 4/23/16

Math proficiency data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs who received a valid score and a proficiency was assigned	2331	2333	2397	2304	2231	2145	n	n	n	n	1268
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	320	204	169	105	121	82					27
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	39	40	23	11	13	8					n
d. IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level											
e. IEPs in alternate assessment against modified standards scored at or above proficient against grade level											
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	94	90	101	116	88	118					90

FFY 2014 SPP/APR Data: Reading Assessment

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
------------	--	---	----------------	------------------	---------------

FFY 2014 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A Grade 3-8	13,804	2,179	30.71%	35.00%	15.79%
B HS	1,291	230	15.97%	20.00%	17.82%

Explanation of Group A Slippage

The spring of 2015 was the first time that Maine administered assessments of their more rigorous College & Career Readiness (CCR) standards that were adopted in 2011. At grades 3-8, Maine transitioned from the New England Common Assessment (NECAP), used in FFY2013, to the Smarter Balanced assessment for the FFY2014.

The values for proficiency in FFY2014 served as a new baseline due to this change of assessment. There are several reasons that the performance in FFY2013 are not comparable to performance in FFY2014. The most important reason is that the content that was expected of students, the new CCR standards, was very different and represented a significant increase in the rigor of the expectations. Other changes in the assessment include a move to an online assessment and, at grades 3-8, a change from a fall test to a spring test. Because of these differences, valid comparisons cannot be made between FFY2014 and previous proficiency values.

FFY 2014 SPP/APR Data: Math Assessment

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A Grade 3-8	13,741	1,742	26.02%	30.00%	12.68%
B HS	1,268	117	15.69%	15.00%	9.23%

Explanation of Group A Slippage

The spring of 2015 was the first time that Maine administered assessments of their more rigorous College & Career Readiness (CCR) standards that were adopted in 2011. At grades 3-8, Maine transitioned from the New England Common Assessment (NECAP), used in FFY2013, to the Smarter Balanced assessment for the FFY2014.

The values for proficiency in FFY2014 served as a new baseline due to this change of assessment. There are several reasons that the performance in FFY2013 are not comparable to performance in FFY2014. The most important reason is that the content that was expected of students, the new CCR standards, was very different and represented a significant increase in the rigor of the expectations. Other changes in the assessment include a move to an online assessment and, at grades 3-8, a change from a fall test to a spring test. Because of these differences, valid comparisons cannot be made between FFY2014 and previous proficiency values.

Explanation of Group B Slippage

The spring of 2015 was the first time that Maine administered assessments of their more rigorous College & Career Readiness (CCR) standards that were adopted in 2011. At the high school level, Maine transitioned from the SAT used in FFY2013, to the Smarter Balanced assessment for FFY2014.

The values for proficiency in FFY2014 served as a new baseline due to this change of assessment. There are several reasons that the performance in FFY2013 are not comparable to performance in FFY2014. The most important reason is that the content that was expected of students, the new CCR standards, was very different and represented a significant increase in the rigor of the expectations. Other changes in the assessment include a move from a paper and pencil assessment to an online assessment. Because of these differences, valid comparisons cannot be made between FFY2014 and previous proficiency values.

Public Reporting Information

Provide links to the page(s) where you provide public reports of assessment results.

<http://dw.education.maine.gov/DirectoryManager/WEB/Maine> Report/SpecialEducationDT.aspx

Actions required in FFY 2013 response

None

Indicator 4A: Suspension/Expulsion

Monitoring Priority: FAPE in the LRE

Results indicator: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Historical Data

Baseline Data: 2005


FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target ≤			1.00%	0%	0%	0%	0%	0%	0%	0%
Data		1.75%	0%	0%	0%	0%	0%	0%	0%	0%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline  Blue – Data Update

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target ≤	0%	0%	0%	0%	0%

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the [introduction](#). Enter additional information about stakeholder involvement

FFY 2014 SPP/APR Data

Please indicate the type of denominator provided

- ☒ Number of districts in the State
- ☐ Number of districts that met the State's minimum n-size

Number of districts that have a significant discrepancy	Number of districts in the State	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
0	226	0%	0%	0%

Choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a)):

- ☒ Compare the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State
- ☐ The rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA

State's definition of "significant discrepancy" and methodology

The following decision rules are used to determine if there is a significant discrepancy in the rates of suspensions/expulsions of children with disabilities:

FFY 2014 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

- The district has to have a minimum of 10 students with IEPs enrolled;
 - The number of students with an IEP, suspended or expelled has to be greater than 1 student;
 - For districts meeting the conditions above, a district has a significant discrepancy when its suspension/expulsion rate for students with disabilities is more than 3 standard deviations above the State's suspension/expulsion rate for all students with disabilities.

Of the 226 districts, 13 districts met the minimum 'n' size criteria, and these districts were examined to determine whether a significant discrepancy existed using the 3-standard-deviations criterion mentioned above. No districts were found to have a significant discrepancy using these criteria.

Maine measures the rate of suspension and expulsion for all students with disabilities using a simple rate formula:

FFY2013 Percent = [(number of students with disabilities suspended or expelled for more than 10 days) divided by the (number of students with disabilities)] times 100 = $[(67)/(29812)*100 = 0.22\%$

☒ Provide additional information about this indicator (optional)

The number of districts was prepopulated as 230, the FFY2014 that was entered in the APR introduction. However, because indicator 4 uses lag-year data, Maine overwrote the number of districts, making it the FFY2013 value, 226.

Actions required in FFY 2013 response

None

FFY 2013 Identification of Noncompliance

Review of Policies, Procedures, and Practices (completed in FFY 2014 using 2013-2014 data)

Description of review

Evaluation of data for Indicator 4A: Data from the 2013-14 report of children with disabilities subject to disciplinary removal were examined to determine if significant discrepancies occurred in the rates of long-term (>10 days) suspensions and expulsions. Each district was evaluated against the three criteria for significant discrepancies. Out of 226 districts, only 13 had more than one student suspended or expelled for more than 10 days. There were 213 districts excluded from the calculations because they did not meet the requirements. None of the evaluated districts exhibited a significant discrepancy in the rate of suspensions and expulsions greater than 10 days.

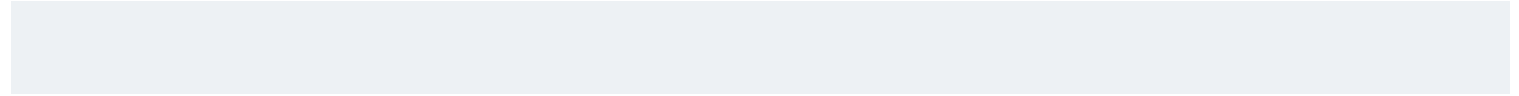
If a district had exhibited a significant discrepancy, Maine would have reviewed policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. If the State had (through the review of policies, practices, and procedures) identified policies, practices, or procedures that do not comply with the requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, it would have revised (or required the district(s) to revise) policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that these policies, procedures, and practices comply with IDEA.

☐ The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)

☐ The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b). If YES, select one of the following:

Correction of Findings of Noncompliance Identified in FFY 2013

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0



Indicator 4B: Suspension/Expulsion

Monitoring Priority: FAPE in the LRE

Compliance indicator: Rates of suspension and expulsion:



- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Historical Data

Baseline Data: 2009

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target			0%	0%	0%	0%	0%	0%	0%	0%
Data						0%	0%	0%	0%	0%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%

FFY 2014 SPP/APR Data

Please indicate the type of denominator provided



Number of districts in the State



Number of districts that met the State's minimum n-size

Number of districts that have a significant discrepancy, by race or ethnicity	Number of those districts that have policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements	Number of districts in the State	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
0	0	226	0%	0%	0%



All races and ethnicities were included in the review

State's definition of "significant discrepancy" and methodology

The following decision rules are used to determine if there is a significant discrepancy in the rates of suspensions/expulsions of children with disabilities by race or ethnicity:

- The district has to have a minimum of 10 students with IEPs and of any race/ethnicity enrolled;
- The number of students with an IEP suspended or expelled has to be greater than 1 student of any race/ethnicity;
- For districts meeting the conditions above, a district has a significant discrepancy when its suspension/expulsion rate for students with disabilities of any race/ethnicity is more than 3 standard deviations above the State's suspension/expulsion rate for all students with disabilities.

Each district was evaluated against the three criteria for significant discrepancies. Out of 226 districts, only 13 had more than one student suspended or expelled for more than 10 days. There were 213 districts excluded from the calculations because they did not meet the requirements. None of the evaluated districts exhibited a significant discrepancy in the rate of suspensions and expulsions greater than 10 days by race/ethnicity.

If a district had exhibited a significant discrepancy, Maine would have reviewed policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. If the State had (through the review of policies, practices, and procedures) identified policies, practices, or procedures that do not comply with the requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, it would have revised (or required the district(s) to revise) policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that these policies, procedures, and practices comply with IDEA.

☒ **Provide additional information about this indicator (optional)**

The number of districts was pre-populated as 230, the FFY2014 value that was entered in the APR introduction. However, because

Actions required in FFY 2013 response

None

FFY 2013 Identification of Noncompliance

Review of Policies, Procedures, and Practices (completed in FFY 2014 using 2013-2014 data)

Description of review

Evaluation of data for Indicator 4B: The suspension/expulsion data for 2013-14 where disaggregated by race/ethnicity. Each district was evaluated against the three criteria for significant discrepancies. Out of 226 districts, only 13 had more than one student suspended or expelled for more than 10 days. There were 213 districts excluded from the calculations because they did not meet the requirements. None of the evaluated districts exhibited a significant discrepancy in the rate of suspensions and expulsions greater than 10 days by race/ethnicity.

If a district had exhibited a significant discrepancy, Maine would have reviewed policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. If the State had (through the review of policies, practices, and procedures) identified policies, practices, or procedures that do not comply with the requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, it would have revised (or required the district(s) to revise) policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that these policies, procedures, and practices comply with IDEA.

☐ The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)

☐ The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b).

Correction of Findings of Noncompliance Identified in FFY 2013

FFY 2014 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

Indicator 5: Education Environments (children 6-21)

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
 B. Inside the regular class less than 40% of the day; and
 C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Historical Data

	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
A	2005	Target ≥				62.00%	63.00%	64.00%	65.00%	65.00%	65.00%	65.00%
		Data		57.10%	57.40%	57.00%	53.80%	56.00%	55.00%	56.00%	55.69%	55.67%
B	2005	Target ≤				10.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%
		Data		11.20%	11.60%	11.50%	12.50%	10.60%	10.80%	10.60%	10.80%	10.71%
C	2005	Target ≤				7.17%	3.50%	3.30%	3.10%	3.10%	3.10%	3.10%
		Data		3.50%	3.50%	3.50%	3.40%	3.20%	3.30%	3.30%	3.29%	3.33%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline  Blue – Data Update

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target A ≥	66.00%	67.00%	68.00%	69.00%	70.00%
Target B ≤	9.00%	9.00%	9.00%	9.00%	9.00%
Target C ≤	3.10%	3.10%	3.10%	3.10%	3.10%

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the [introduction](#).

Enter additional information about stakeholder involvement

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	6/4/2015	Total number of children with IEPs aged 6 through 21	28,475	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/2/2015	A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	16,062	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/2/2015	B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	3,046	null

FFY 2014 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Source	Date	Description	Data	Overwrite Data
C002; Data group 74)				
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/2/2015	c1. Number of children with IEPs aged 6 through 21 in separate schools	721	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/2/2015	c2. Number of children with IEPs aged 6 through 21 in residential facilities	129	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/2/2015	c3. Number of children with IEPs aged 6 through 21 in homebound/hospital placements	33	null

FFY 2014 SPP/APR Data

	Number of children with IEPs aged 6 through 21 served	Total number of children with IEPs aged 6 through 21	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	16,062	28,475	55.67%	66.00%	56.41%
B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	3,046	28,475	10.71%	9.00%	10.70%
C. Number of children with IEPs aged 6 through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	883	28,475	3.33%	3.10%	3.10%

Actions required in FFY 2013 response

None

Indicator 6: Preschool Environments

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
 B. Separate special education class, separate school or residential facility.

(20 U.S.C. 1416(a)(3)(A))

Historical Data

	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
A	2011	Target \geq										
		Data										
B	2011	Target \leq										
		Data										

Key:  Gray – Data Prior to Baseline  Yellow – Baseline  Blue – Data Update

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target A \geq					
Target B \leq					

Key:

Explanation of Changes

Blanks in the tables above do not indicate a lack of data for this indicator. In Maine, children ages three through five are educated in two separate systems (Child Development Services (CDS) and Maine Department of Education (Maine DOE)), and Maine reports data for the two environments separately. All data – the historical data, targets, stakeholder input, measurement description, and FFY2014 performance – are listed separately for CDS and Maine DOE in the attachment contained on this page (see Attachments section below).

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the [introduction](#).

Enter additional information about stakeholder involvement

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/2/2015	Total number of children with IEPs aged 3 through 5	3,445	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/2/2015	a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	2,600	null

FFY 2014 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Source	Date	Description	Data	Overwrite Data
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/2/2015	b1. Number of children attending separate special education class	86	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/2/2015	b2. Number of children attending separate school	13	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/2/2015	b3. Number of children attending residential facility	n	null

FFY 2014 SPP/APR Data

	Number of children with IEPs aged 3 through 5 attending	Total number of children with IEPs aged 3 through 5	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	2,600	3,445			75.47%
B. Separate special education class, separate school or residential facility	99	3,445			0%

☒ **Provide additional information about this indicator (optional)**

Blanks in the tables above do not indicate a lack of data for this indicator. In Maine, children ages three through five are educated in two separate systems (Child Development Services (CDS) and Maine Department of Education (Maine DOE)), and Maine reports data for the two environments separately. All data – the historical data, targets, stakeholder input, measurement description, and FFY2014 performance – are listed separately for CDS and Maine DOE in the attachment contained on this page (see Attachments section below).

Additional Note: The values and the percentages (e.g. 75.47% and 0%) listed in the FFY2014 SPP/APR Data table immediately above are incorrect. These values should be null, but Maine is unable to overwrite these data fields. All data – the historical data, targets, stakeholder input, measurement description, and FFY2014 performance – are listed separately for CDS and Maine DOE in the attachment contained on this page.

As noted in the measurement description above, the data for this indicator are taken from specific elements of the EDFacts data submission N089 – Children with Disabilities (IDEA) Early Childhood. Those data were reported February 2015.

Children age three through age five are educated in two separate systems in Maine. Child Development Services (CDS) provides early childhood services for children aged three up to school aged five using a variety of placements within Maine's Early Care and Education System. Once school age five children are transitioned to kindergarten, they receive their education in public schools.

Because the environments establish settings and schedules that are significantly different from one another, Maine reports data for the two environments separately. FFY2014 shows that CDS and school age data met the FFY 2014 targets.

FFY2013 Performance			FFY2014 Target			FFY2014 Performance		
	6A	6B		6A	6B		6A	6B
CDS	65.20%	8.90%	CDS	≥ 53%	<12.5%	CDS	58.42%	4.53%
School	99.20%	0.80%	School	≥ 99.2%	< 0.8%	School	99.30%	0.63%

Percentages for each CDS site:

Public Reporting Data for CDS Regional Sites		
	Targets	
CDS Aroostook	≥53%	<12.5%
CDS Reach	71.70%	7.55%
CDS First Step	62.20%	1.00%
CDS Two Rivers	50.33%	8.50%
CDS Midcoast	53.99%	14.72%
CDS Opportunities	88.24%	1.36%
CDS Project PEDS	40.32%	17.74%
CDS Downeast	55.26%	0.00%
	75.00%	0.93%

FFY 2014 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

CDS York

State Totals

40.85%

58.42%

0.61%

4.53%

CDS data pooled across all sites met the FFY2014 targets for 6A and 6B.

Actions required in FFY 2013 response

None

Indicator 7: Preschool Outcomes

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Historical Data

	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
A1	2008	Target ≥						63.00%	64.00%	64.00%	64.00%	64.00%
		Data					63.10%	60.90%	54.00%	51.00%	46.00%	60.04%
A2	2008	Target ≥						37.00%	38.00%	38.00%	38.00%	38.00%
		Data					37.00%	37.00%	36.00%	40.00%	33.00%	52.46%
B1	2008	Target ≥						66.00%	67.00%	67.00%	67.00%	67.00%
		Data					65.50%	59.90%	61.00%	61.00%	65.00%	68.55%
B2	2008	Target ≥						35.00%	36.00%	36.00%	36.00%	36.00%
		Data					35.40%	31.30%	33.00%	36.00%	35.00%	50.69%
C1	2008	Target ≥						58.00%	59.00%	59.00%	59.00%	59.00%
		Data					58.30%	63.50%	54.00%	59.00%	57.00%	55.05%
C2	2008	Target ≥						51.00%	52.00%	52.00%	52.00%	52.00%
		Data					51.00%	53.00%	48.00%	57.00%	51.00%	68.71%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline  Blue – Data Update

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target A1 ≥	64.00%	64.00%	64.00%	64.00%	65.00%
Target A2 ≥	38.00%	38.00%	38.00%	38.00%	39.00%
Target B1 ≥	67.00%	67.00%	67.00%	67.00%	68.00%
Target B2 ≥	36.00%	36.00%	36.00%	36.00%	37.00%
Target C1 ≥	59.00%	59.00%	59.00%	59.00%	60.00%
Target C2 ≥	52.00%	52.00%	52.00%	52.00%	53.00%

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the [introduction](#).

Enter additional information about stakeholder involvement

FFY 2014 SPP/APR Data

Number of preschool children aged 3 through 5 with IEPs assessed	881.00
--	--------

Outcome A: Positive social-emotional skills (including social relationships)

	Number of Children
a. Preschool children who did not improve functioning	2.00
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	187.00
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	210.00
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	271.00
e. Preschool children who maintained functioning at a level comparable to same-aged peers	207.00

	Numerator	Denominator	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	481.00	670.00	60.04%	64.00%	71.79%
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	478.00	877.00	52.46%	38.00%	54.50%

Outcome B: Acquisition and use of knowledge and skills (including early language/communication)

	Number of Children
a. Preschool children who did not improve functioning	2.00
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	208.00
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	227.00
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	337.00
e. Preschool children who maintained functioning at a level comparable to same-aged peers	107.00

	Numerator	Denominator	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
B1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	564.00	774.00	68.55%	67.00%	72.87%
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	444.00	881.00	50.69%	36.00%	50.40%

Outcome C: Use of appropriate behaviors to meet their needs

	Number of Children
a. Preschool children who did not improve functioning	3.00
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	153.00
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	115.00

FFY 2014 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

	Number of Children
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	193.00
e. Preschool children who maintained functioning at a level comparable to same-aged peers	416.00

	Numerator	Denominator	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
C1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	308.00	464.00	55.05%	59.00%	66.38%
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	609.00	880.00	68.71%	52.00%	69.20%

Was sampling used? No

Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary Form (COSF)? Yes

☒ Provide additional information about this indicator (optional)

Public Reporting Data for CDS Regional Sites

	Target	Outcome A		Outcome B		Outcome C	
		SS 1	SS 2	SS 1	SS 2	SS 1	SS 2
		64%	38%	67%	36%	59%	52%
CDS Aroostook		80.0%	73.2%	80.0%	66.1%	72.4%	76.8%
CDS Reach		56.8%	37.1%	60.0%	48.4%	56.7%	70.2%
CDS First Step		75.2%	58.9%	69.9%	54.2%	61.5%	67.7%
CDS Two Rivers		60.5%	62.5%	60.8%	59.4%	57.1%	79.7%
CDS Midcoast		77.0%	49.3%	75.8%	39.4%	76.0%	64.2%
CDS Opportunities		73.0%	62.8%	83.5%	61.4%	82.3%	74.6%
CDS Project PEDS		63.2%	71.3%	67.1%	51.1%	57.1%	71.3%
CDS Downeast		78.2%	20.7%	77.8%	22.4%	60.0%	58.6%
CDS York		82.0%	50.5%	81.3%	42.5%	70.5%	62.2%
State Totals		71.79%	54.50%	72.87%	50.40%	66.38%	69.20%

Actions required in FFY 2013 response

None

Indicator 8: Parent involvement

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Do you use a separate data collection methodology for preschool children?

Historical Data

Baseline Data: 2006

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target ≥			86.00%	87.00%	89.00%	91.00%	91.00%	91.00%	91.00%	91.00%
Data		86.10%	87.40%	88.70%	91.00%	91.00%	90.00%	88.00%	93.90%	93.00%


Key:  Gray – Data Prior to Baseline  Yellow – Baseline  Blue – Data Update

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target ≥	91.00%	91.00%	91.00%	91.00%	91.00%

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the [introduction](#).

 Enter additional information about stakeholder involvement

FFY 2014 SPP/APR Data

Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	Total number of respondent parents of children with disabilities	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
948.00	1014.00	93.00%	91.00%	93.49%

Since the State did not report preschool children separately, discuss the procedures used to combine data from school age and preschool surveys in a manner that is valid and reliable.

For the combined (school-age and preschool) percentage, the number of school-age and preschool respondents who indicated that schools facilitated parent involvement were summed and then divided by the sum of all school-age and preschool respondents. Preschool data (age 3-5) was gathered from a census of all Child Development Services sites. School-aged data is collected through monitoring activities. LEAs are assigned to cohorts that are monitored on a six year rotation ensuring that each LEA is monitored once every six years. The data for this indicator were collected during fall 2014 monitoring. Analyses of representativeness by gender and race/ethnicity were conducted, and respondent data was found to be representative of the populations of Maine's school districts overall.

Maine reports preschool children separately in the breakdown. FFY2014 performance below.

Measurement:

Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

$$[(242 + 706) / (284 + 730)] * 100 = 93.49 \%$$

$$\text{School Age} = (242 / 284) * 100 = 85.2\%$$

$$\text{CDS} = (706 / 730) * 100 = 96.7 \%$$

Describe how the State has ensured that any response data are valid and reliable, including how the data represent the demographics of the State.

School-age data was gathered from a cohort consisting of 1/6 of Maine's school districts. Preschool data (age 3-5) were gathered from a census of all Child Development Services sites.

In FFY 2014 Maine DOE staff mailed surveys by first class mail to parents of students with disabilities in LEAs; 6,585 survey invitations were mailed to parents of Part B school-aged children. For school-age children, a total of 284 responses were received, for a response rate of 4.3%. The data were electronically captured from each of the surveys. The percentage of parents with a child receiving special education services who reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities was 85.2%. An analysis of respondent representation by gender and race/ethnicity revealed that respondent data was not significantly different from the statewide population of students with disabilities.

Part B 619 data were collected in the spring of 2014. All families of children receiving services through the nine regional sites (Part C and 619) received a parent survey via a telephone call. 3809 Part B (619) families were contacted to complete the survey and 730 responded, yielding a response rate of 19.2%. This is relatively similar to last year's 21.8%. In reviewing the data, the CDS State IEU has determined the response group is representative of the CDS system.

Was sampling used? Yes

Has your previously-approved sampling plan changed? No

Was a collection tool used? Yes

Is it a new or revised collection tool? No



Yes, the data accurately represent the demographics of the State



No, the data does not accurately represent the demographics of the State

Describe the sampling methodology outlining how the design will yield valid and reliable estimates.

School-age data was gathered from a cohort consisting of 1/6 of Maine's school districts. Preschool data (age 3-5) were gathered from a census of all Child Development Services sites.

In FFY 2014 Maine DOE staff mailed surveys by first class mail to parents of students with disabilities in LEAs; 6,585 survey invitations were mailed to parents of Part B school-aged children. For school-age children, a total of 284 responses were received, for a response rate of 4.3%. The data were electronically captured from each of the surveys. The percentage of parents with a child receiving special education services who reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities was 85.2%. An analysis of respondent representation by gender and race/ethnicity revealed that respondent data was not significantly different from the statewide population of students with disabilities.

Part B 619 data were collected in the spring of 2014. All families of children receiving services through the nine regional sites (Part C and 619) received a parent survey via a telephone call. 3809 Part B (619) families were contacted to complete the survey and 730 responded, yielding a response rate of 19.2%. This is relatively similar to last year's 21.8%. In reviewing the data, the CDS State IEU has determined the response group is representative of the CDS system.

☒ Provide additional information about this indicator (optional)

Public Reporting Data for CDS Regional Sites

	Target	91%
CDS Aroostook		97.6%
CDS Reach		97.7%
CDS First Step		92.7%
CDS Two Rivers		97.9%
CDS Midcoast		95.9%
CDS Opportunities		100%

FFY 2014 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

CDS Project PEDS	96.7%
CDS Downeast	97.5%
CDS York	96.6%
State Total	96.7%

Actions required in FFY 2013 response

None

Indicator 9: Disproportionate Representations

Monitoring Priority: Disproportionate Representations



Compliance indicator: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target			0%	0%	0%	0%	0%	0%	0%	0%
Data		0%	0%	0%	0%	0%	0%	0%	0%	0%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%

FFY 2014 SPP/APR Data

Please indicate the type of denominator provided

- ☒ Number of districts in the State
- ☐ Number of districts that met the State's minimum n-size

Number of districts with disproportionate representation of racial and ethnic groups in special education and related services	Number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	Number of districts in the State	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
0	0	230	0%	0%	0%

☒ All races and ethnicities were included in the review

Define “disproportionate representation” and describe the method(s) used to calculate disproportionate representation

Disproportionate representation and significant disproportionality are defined as a significant difference between the identification rates of students with disabilities by ethnic proportion and the ethnic proportional representation overall within the district. A significant difference is defined as a risk ratio, weighted risk ratio, and an alternate risk ratio greater than or equal to 3 when comparing the risk of special education identification of students of a given race/ethnicity in a district to the risk of special education identification of students of all other races/ethnicities.

Multiple risk ratio measures and an ‘n’ size criterion are used because the counts of students belonging to various racial/ethnic groups in Maine's districts often are very small. The ‘n’ size of an assessed racial/ethnic group in special education must be greater than 10 and a comparison group (any other racial/ethnic group in the district as a whole) must also be greater than 10.

Maine's FFY2014 examination of disproportionate representation included all districts with greater than 10 students in any of the seven racial and ethnic groups (American Indian, Native Hawaiian or other Pacific Islander, Asian, Black, Caucasian, Hispanic or Latino, and two or more races) who received special education and greater than 10 students in any comparison group (any other racial/ethnic group in the district for which students could have been identified for special education).

For FFY2014, 109 districts in the State met the minimum population requirements for disproportionality assessments. There were 121 districts

FFY 2014 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

excluded from analysis because they did not meet the State-established minimum 'n' size requirement.

No districts exhibited significant disproportionate representation of racial/ethnic groups in special education. Therefore, there was no review to determine if disproportionate representation was the result of inappropriate identification.

Actions required in FFY 2013 response

None

Correction of Findings of Noncompliance Identified in FFY 2013

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

Indicator 10: Disproportionate Representations in Specific Disability Categories

Monitoring Priority: Disproportionate Representations



Compliance indicator: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target			0%	0%	0%	0%	0%	0%	0%	0%
Data		0%	0%	0%	0%	0%	0%	0%	0%	0%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%

FFY 2014 SPP/APR Data

Please indicate the type of denominator provided



Number of districts in the State



Number of districts that met the State's minimum n-size

Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories	Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	Number of districts in the State	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
0	0	230	0%	0%	0%



All races and ethnicities were included in the review

Define “disproportionate representation” and describe the method(s) used to calculate disproportionate representation

Disproportionate representation and significant disproportionality are defined as a significant difference between the identification rates of students with disabilities by ethnic proportion and the ethnic proportional representation overall within the district. A significant difference is defined as a risk ratio, weighted risk ratio, and an alternate risk ratio greater than or equal to 3 when comparing the risk of identification for specific disability categories of students of a given race/ethnicity in a district to the risk of identification for specific disability categories of students of all other race/ethnicities.

Multiple risk ratio measures and an ‘n’ size criterion are used because the counts of students belonging to various racial/ethnic groups in Maine’s districts often are very small. The ‘n’ size of an assessed racial/ethnic group in a disability category must be greater than 10 and a comparison group (any other racial/ethnic group in the district as a whole) must also be greater than 10.

Maine’s examination of disproportionate representation included all districts with greater than 10

students in any of the seven racial and ethnic groups (American Indian, Native Hawaiian or other Pacific Islander, Asian, Black, Caucasian, Hispanic or Latino, and two or more races) in any disability category and greater than 10 students in any comparison group (any other racial/ethnic group in the district as a whole).

For FFY2014, 105 districts in the State met the minimum population requirements for disproportionality assessments of specific disability categories. There were 125 districts excluded from analysis because they did not meet the State-established minimum 'n' size requirement.

No districts exhibited disproportionate representation. Therefore, there was no review to determine if disproportionate representation was the result of inappropriate identification.

Actions required in FFY 2013 response

None

Correction of Findings of Noncompliance Identified in FFY 2013

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

Indicator 11: Child Find

Monitoring Priority: Effective General Supervision Part B / Child Find



Compliance indicator: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

Historical Data

Baseline Data: 2012

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target			100%	100%	100%	100%	100%	100%	100%	100%
Data		85.00%	91.00%	94.60%	91.30%	84.90%	88.20%	86.40%	86.00%	83.24%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%

FFY 2014 SPP/APR Data

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
1,338	1,125	83.24%	100%	84.08%

Number of children included in (a), but not included in (b) [a-b]	213
---	-----

Account for children included in (a) but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Early Childhood (ages 3-5): Children Evaluated within 60 Days (or State-Established Timeline):

(a) Number of children for whom parental consent to evaluate was received 1175

(b) Number of children for whose evaluations were completed within 60 days 973

Percent of children with parental consent to evaluate who were evaluated within 60 days (Percent = [(b) divided by (a)] times 100) 82.8

Account for children included in (a) but not included in (b):

CDS (no delay reason was given and/or delay was caused by regional site/staff) 164

Provider 38

Indicate the range of delays beyond the timeline and provide reasons for the delays:

Site	Less Than 30	30-59	60-89	90 or More	Total
All Sites	131	53	10	8	202

School-Aged (ages 5-20): Children aged 5-20 Evaluated within the State-Established Timeline of 45 Days:

(a) Number of children aged 5-20 for whom parental consent to evaluate was received	163
(b) Number of children aged 5-20 whose evaluations were completed within 45 days	152
Percent of children aged 5-20 with parental consent to evaluate who were evaluated with 45 days (Percent = [(b) divided by (a)] times 100)	93.25%

Account for children included in (a) but not included in (b):

The 32 LEAs monitored received 163 parental consents for evaluation within the 30% of educational files reviewed. As indicated in the table above, 152 evaluations were completed within the 45 school-day timeline or within an allowable extension of time pursuant to Federal Regulations and Maine Unified Special Education Regulations (MUSER). Acceptable reasons for exceptions to the timeline are those that are beyond the LEA's control, including repeated parent failure or refusal to produce the child for evaluation, excessive child absences, documented delays in making contact with a parent to schedule the evaluation, documented parent request for a delay, or the child enrolled in the LEA after parental consent was received in another LEA but before the evaluation could be completed.

All eleven students included in (a) but not included in (b) had completed the initial evaluations, but not within the state-established timelines.

Indicate the range of days beyond the timeline and provide reasons for the delay:

The delays across LEAs ranged from 1 days to 50 days. Delay reasons provided by the LEAs and determined as not allowable under the Federal and Maine regulations were miscalculation of the timeline, lack of available staff to complete evaluations, or misunderstandings of requirements to complete the evaluations.

Indicate the evaluation timeline used

- ☒ The State used the 60 day timeframe within which the evaluation must be conducted.
- ☒ The State established a timeline within which the evaluation must be conducted.

What is the source of the data provided for this indicator?

- ☒ State monitoring
- ☒ State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.

Data-collection methods differ between students served under Child Development Services (CDS, which serves children ages 3-5) and school-aged students (age 5 and above).

Early Childhood (ages 3-5): Data were collected from the State database for all children for the reporting period of July 1, 2014 through June 30, 2015. Data were verified through comparison with monthly compliance reports generated and submitted by regional sites. Findings of noncompliance were made based on these data, as appropriate.

School Aged (ages 5-20): The data for this indicator are monitoring data. LEAs are assigned to cohorts that are monitored on a

FFY 2014 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

six year rotation ensuring that each LEA is monitored once every six years. The data for this indicator were collected during fall 2014 monitoring.

Initial evaluation data were collected from the 32 LEAs that were monitored during FFY 2014 (July 1, 2014 to June 30, 2015). LEAs submit the following materials:

1. evidence of signed parental consent,
2. completed evaluations for initial evaluations occurring during the 2014-15 monitoring period,
3. school calendars for evidence of "student" days and "no student" days, and
4. reasons for delay of completion of initial evaluations. LEAs are required to provide evidence of accepted reasons for delay.

The monitoring period is selected to ensure there are at least 45 school days between the date parental consent was received and the date evaluations were completed prior to submission due date. For larger LEAs this is a sample of initial evaluations occurring during the 2014-15 monitoring period. For smaller LEAs the submission consists of all the initial evaluations for which parental consent was received during the 2014-15 monitoring period.

Initial evaluation data is also obtained during site visits, during which 10% of the identified students' files are reviewed. Data collected on students whose files are randomly selected for on site review and received initial evaluation during the 2014-15 school year are identical to that submitted for desk audit; signed parental consent received by the LEA, completed evaluations and school calendar.

Data are reviewed by the public school program monitoring team and checked for accuracy and interobserver reliability.

**Provide additional information about this indicator (optional)****Public Reporting Data for CDS Regional Sites**

	Target	100%
CDS Aroostook		88.9%
CDS Reach		81.1%
CDS First Step		80.9%
CDS Two Rivers		94.6%
CDS Midcoast		83.2%
CDS Opportunities		55.0%
CDS Project PEDS		97.0%
CDS Downeast		69.0%
CDS York		81.8%
State CDS Totals		82.8%

Actions required in FFY 2013 response

None

Correction of Findings of Noncompliance Identified in FFY 2013

FFY 2014 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
15	15	0	0

FFY 2013 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

Early Childhood (ages 3-5): Children Evaluated Within 60 Days (or State-established timeline):

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
9	9	0	0

Prior to considering any finding from FFY 2013 corrected, CDS State IEU verified that each regional site with noncompliance: (1) was correctly implementing 34 CFR §§300.301(c)(1) (achieved 100% compliance) and 34 CFR §§300.301(d) (exceptions to the timeline) based on updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) had corrected each individual case of noncompliance, unless the child was no longer within the jurisdiction of the regional site, consistent with OSEP Memorandum 09-02, dated October 17, 2008 (OSEP Memo 09-02).

School-Aged (ages 5-20): Children aged 5-20 Evaluated within the State-Established Timeline of 45 Days:

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
6	6	0	0

Prior to considering any finding from FFY 2013 corrected, Maine DOE verified that each LEA with noncompliance: (1) was correctly implementing 34 CFR §§300.301(c)(1) (achieved 100% compliance) and 34 CFR §§300.301(d) (exceptions to the timeline) based on updated data such as data subsequently collected through corrective activities, and (2) had corrected each individual case of noncompliance, although late, unless the child was no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008.

Describe how the State verified that each individual case of noncompliance was corrected

Early Childhood (ages 3-5): Children Evaluated Within 60 Days (or State-established timeline):

Specifically, to verify that each regional site was correctly implementing the requirements, CDS State IEU reviewed subsequent updated data from Case-e (the CDS statewide database), performed on-site file reviews, and verified subsequent data submitted through regional site self-assessments and compliance reports submitted by each regional site. The time period for which each program was required to demonstrate 100% compliance varied based on the level of noncompliance identified in the program.

Through Case-e, CDS was also able to verify that an evaluation and initial IEP meeting were conducted for each child aged 3-5 for whom consent was received, although late.

In addition to verifying correction according to the OSEP 09-02 Memorandum, CDS State IEU also complied with the requirements to account for all instances of noncompliance identified through its database as well as on-site monitoring and other monitoring procedures; identify the level, location (regional site), and root cause(s) of all noncompliance; and require any regional site with policies, procedures, or practices that contributed to the noncompliance to revise those policies, procedures, or practices and submit corrective action plans (CAPs). CDS State IEU and the regional site created the CAPs. These activities ranged from providing staff training, attending required TA, submitting monthly reports to the CDS State IEU and completing CAP check-in calls with the CDS State IEU.

School-Aged (ages 5-20): Children aged 5-20 Evaluated within the State-Established Timeline of 45 Days:

To verify that each LEA correctly implemented the requirements, Maine DOE reviewed and verified subsequent updated data submitted by the LEAs through corrective activities. LEAs were required to develop a plan for monitoring in the LEA to meet initial evaluation timelines. LEAs were to provide training on Child Find requirements and timelines, including the requirement to conduct an initial evaluation within 45 school days of receipt of parental consent to evaluate, and to use the LEAs timeline monitoring plan. LEAs were required to submit the following evidence:

1. Outline of training, attendance at training, training plan, and
2. Five parental consent to evaluate forms and evidence of date evaluation(s) received by the LEA.

The time period within which each LEA with noncompliance was required to demonstrate 100% compliance was one year of identification of noncompliance. No instances of noncompliance remained after one year.

Indicator 12: Early Childhood Transition

Monitoring Priority: Effective General Supervision Part B / Effective Transition



Compliance indicator: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target			100%	100%	100%	100%	100%	100%	100%	100%
Data		97.00%	96.40%	100%	86.60%	91.70%	92.90%	95.00%	99.63%	98.89%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%

FFY 2014 SPP/APR Data

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	474
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	5
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	448
d. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	18
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	0

	Numerator (c)	Denominator (a-b-d-e)	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. $[c/(a-b-d-e)] \times 100$	448	451	98.89%	100%	99.33%

Number of children who have been served in Part C and referred to Part B for eligibility determination that are not included in b, c, d, e	3
--	---

Account for children included in (a), but not included in b, c, d, or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.

	Days_1_To_29	Days_30_To_59	Days_60_To_89	Days_90_Plus
All Sites	3	0	0	0

Reason for Delay	Count
------------------	-------

CDS (no delay reason was given and/or delay was caused by regional site / staff) 3

What is the source of the data provided for this indicator?

- ☐ State monitoring
- ☒ State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.

Data were collected from the State database (Case-e) for all children for the reporting period of July 1, 2014 through June 30, 2015 and verified by the regional sites. Findings of noncompliance were made based on the review of these data.

☒ Provide additional information about this indicator (optional)

Public Reporting Data for CDS Regional Sites	
	Target
CDS Aroostook	100%
CDS Reach	96.0%
CDS First Step	99.0%
CDS Two Rivers	98.6%
CDS Midcoast	100%
CDS Opportunities	100%
CDS Project PEDS	100%
CDS Downeast	100%
CDS York	100%
State Totals	99.33%

Actions required in FFY 2013 response

None

Correction of Findings of Noncompliance Identified in FFY 2013

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
1	1	null	0

FFY 2013 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

Prior to considering any finding from FFY 2013 corrected, CDS State IEU verified that each regional site with noncompliance: (1) was correctly implementing 34 CFR §§300.124(b) (i.e., achieved 100% compliance) based on updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) had corrected each individual case of noncompliance, unless the child was no longer within the jurisdiction of the regional site, consistent with OSEP Memorandum 09-02, dated October 17, 2008 (OSEP Memo 09-02).

Describe how the State verified that each individual case of noncompliance was corrected

Specifically, to verify that each regional site was correctly implementing the requirements, CDS State IEU reviewed subsequent updated data from Case-e, performed on-site file reviews, and verified subsequent data submitted through regional site self-assessments and compliance reports submitted by each regional site. The time period for which each program was required to demonstrate 100% compliance varied based on the level of noncompliance identified in the program.

FFY 2014 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Through Case-e, CDS was also able to verify that each child referred by Part C, prior to age 3, who was found eligible for Part B, subsequently had an IEP developed, although late.

In addition to verifying correction according to the OSEP 09-02 Memorandum, CDS State IEU also complied with the requirements to account for all instances of noncompliance identified through its database as well as on-site monitoring and other monitoring procedures; identify the level, location (regional site), and root cause(s) of all noncompliance; and require any regional site with policies, procedures, or practices that contributed to the noncompliance to revise those policies, procedures, or practices and submit CAPs. CDS State IEU and the regional site created the CAPs. These activities included providing staff training, attending required TA, submitting monthly reports to the CDS State IEU and completing CAP check-in calls with the CDS State IEU.

Indicator 13: Secondary Transition

Monitoring Priority: Effective General Supervision Part B / Effective Transition



Compliance indicator: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

Historical Data

Baseline Data: 2012

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target			100%	100%	100%	100%	100%	100%	100%	100%
Data						88.00%	47.00%	60.40%	36.00%	63.36%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%

FFY 2014 SPP/APR Data

Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition	Number of youth with IEPs aged 16 and above	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
215	396	63.36%	100%	54.29%

Explanation of Slippage

Various national resource centers were engaged through FFY2014 to help improve post-secondary transition planning and post-school outcomes. These agencies included the National Association of State Directors of Special Education (NASDSE), and The National Secondary Transition Technical Assistance Center (NSTTAC). Based on the technical assistance and guidance that Maine received from these agencies, Maine offered professional development to special education and related services personnel via Maine's State Personnel Development Grant (SPDG) Goal 5. SPDG Goal 5 was designed to increase the percentages of LEA special education and related service personnel who can develop and implement effective, compliant transition plans and activities within timelines. Although there is evidence that the special education directors who attended the training found it helpful, Maine DOE believes that the trainings failed to reach enough of the special education teachers and related personnel.

Based on the slippage that was evident between FFY2013 and FFY2014, Maine designed a plan that targets its professional development efforts toward the special education directors, special education teachers, and related services personnel of the upcoming monitoring cohorts. As part of the plan, NSTTAC-trained consultants provide professional development at each high-school of the upcoming monitoring cohort. After training, the high schools provide sample transition plans and receive feedback from the NSTTAC-trained consultant and DOE. There has already been evidence of improvement in the quality of transition plans as a result of this targeted training, and the next two cohorts to receive monitoring will also receive the training. An important goal of the professional development is to move special educators in the direction of considering postsecondary transition planning at the beginning of a student's IEP development and to explicitly connect IEP goals to transition plan goals. In addition to the targeted training, technical assistance will continue to address issues that challenge individual LEAs in effective development and implementation of postsecondary transition plans.

What is the source of the data provided for this indicator?



State monitoring



State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.

LEAs are assigned to cohorts that are monitored on a six year rotation, ensuring that each LEA is monitored once every six years. The data for this indicator reflect direct monitoring data. Postsecondary transition data were collected from the 32 LEAs that were monitored during FFY2014. Records for 30% of children receiving special education services in the monitored LEAs were reviewed through monitoring activities. The LEAs in the monitoring cohort performed a self-assessment of the records of 20% of their students receiving special education, and submitted the self-assessment to the Maine DOE. Maine DOE monitoring staff conducted on-site assessment of the records of an additional 10% of the LEAs students receiving special education to validate the data submitted by the LEAs through self-assessment. Postsecondary plans were evaluated using the postsecondary transition plan checklist developed by the National Secondary Transition Technical Assistance Center (NSTTAC). Findings of noncompliance were made in all instances and were identified both through self-assessment and on-site assessment.

Actions required in FFY 2013 response

None

Correction of Findings of Noncompliance Identified in FFY 2013

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
214	214	0	0

FFY 2013 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

Prior to considering any finding from FFY 2013 corrected, Maine DOE verified that each LEA with noncompliance: (1) was correctly implementing 34 CFR §§300.320(b) and 300.321(b), (i.e., Achieved 100% compliance) based on updated data subsequently collected through corrective activities; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008 (OSEP Memo 09-02).

To verify that each LEA was correctly implementing the requirements, Maine DOE reviewed and verified subsequent data submitted by the LEAs through corrective action reports. This data demonstrated systemic correction of noncompliance. The time period for which each program was required to demonstrate 100% compliance was within one year of the identification of the noncompliance.

In addition to verifying correction according to the OSEP 09-02 Memorandum, Maine DOE also complied with the requirements to: account for all instances of noncompliance identified through monitoring procedures; identify the level, location, and root cause(s) of all noncompliance; and require any LEA with policies, procedures, or practices that contributed to the noncompliance to revise those policies, procedures, or practices and submit corrected secondary transition plans developed after the finding of non-compliance.

Describe how the State verified that each individual case of noncompliance was corrected

LEAs with noncompliant plans reviewed during monitoring received a finding for post-secondary transition plans. Because transition plan information can be corrected, the LEAs were required to convene IEP meetings to revise the plans to meet the requirements in those cases where transition plans were found to be incomplete, or noncompliant. The amended plans with prior written notice were submitted to Maine DOE for review. When all instances of noncompliance were reviewed and found compliant the LEA's finding was closed.

Indicator 14: Post-School Outcomes

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Results indicator: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Historical Data

	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
A	2010	Target ≥							35.00%	25.10%	25.10%	25.00%
		Data						35.50%	25.00%	17.40%	23.16%	21.34%
B	2010	Target ≥							92.00%	76.60%	76.60%	76.60%
		Data						92.00%	76.60%	62.90%	48.00%	37.49%
C	2010	Target ≥							94.00%	82.30%	82.30%	82.30%
		Data						94.60%	82.30%	68.60%	82.64%	52.90%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline  Blue – Data Update

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target A ≥	25.00%	25.00%	25.00%	27.00%	30.00%
Target B ≥	76.60%	76.60%	77.00%	79.00%	80.00%
Target C ≥	82.30%	82.30%	83.00%	84.00%	85.00%

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the [introduction](#).

Enter additional information about stakeholder involvement

FFY 2014 SPP/APR Data

Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	1893.00
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	435.00
2. Number of respondent youth who competitively employed within one year of leaving high school	741.00
3. Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed)	0.00
4. Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).	516.00

FFY 2014 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

	Number of respondent youth	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A. Enrolled in higher education (1)	435.00	1893.00	21.34%	25.00%	22.98%
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	1176.00	1893.00	37.49%	76.60%	62.12%
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3+4)	1692.00	1893.00	52.90%	82.30%	89.38%

Was sampling used? Yes

Has your previously-approved sampling plan changed? No

Describe the sampling methodology outlining how the design will yield valid and reliable estimates.

The student IDs of all qualified exiters were used to query the National Student Clearinghouse, yielding the total count and percent of all exiters who had records of enrollment in higher education.

Sampling was used to estimate the count/percent of the total population of exiters who obtained competitive employment or some other employment. Employment data was obtained by querying the Maine Department of Labor databases for all qualified exiters who could be matched with social security numbers. Statistical analysis indicated that gender and disability rates in the sample did not differ significantly from those in the overall population, indicating a representative sample. The employment category percentages derived from the Department of Labor query were multiplied by the total number of exiters for an estimate of the counts and percentages of all exiters in the employment categories.

Actions required in FFY 2013 response

None

Indicator 15: Resolution Sessions

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B)))

Historical Data

Baseline Data: 2005


FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target ≥			30.00%	35.00%	40.00%	45.00%	58.00%	58.00%	58.00%	58.00%
Data		57.00%	50.00%	60.00%	50.00%	25.00%	20.00%	50.00%	36.36%	0%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline  Blue – Data Update

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target ≥	58.00%	58.00%	58.00%	58.00%	58.00%

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the [introduction](#). Enter additional information about stakeholder involvement

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2014-15 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/5/2015	3.1(a) Number resolution sessions resolved through settlement agreements	n	null
SY 2014-15 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/5/2015	3.1 Number of resolution sessions	n	null

FFY 2014 SPP/APR Data

3.1(a) Number resolution sessions resolved through settlement agreements	3.1 Number of resolution sessions	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
1	4	0%	58.00%	25.00%

Actions required in FFY 2013 response

None

Indicator 16: Mediation

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Historical Data

Baseline Data: 2005


FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target ≥			77.00%	78.00%	80.00%	82.00%	85.00%	85.00%	85.00%	85.00%
Data		83.30%	85.00%	83.00%	86.00%	77.20%	72.55%	68.52%	66.67%	75.86%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline  Blue – Data Update

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target ≥	85.00%	85.00%	85.00%	85.00%	85.00%

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the [introduction](#). Enter additional information about stakeholder involvement

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2014-15 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2015	2.1.a.i Mediations agreements related to due process complaints	18	null
SY 2014-15 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2015	2.1.b.i Mediations agreements not related to due process complaints	13	null
SY 2014-15 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2015	2.1 Mediations held	50	null

FFY 2014 SPP/APR Data

2.1.a.i Mediations agreements related to due process complaints	2.1.b.i Mediations agreements not related to due process complaints	2.1 Mediations held	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
18	13	50	75.86%	85.00%	62.00%

Explanation of Slippage

The reason for slippage from the FFY2013 percentage is not clear, but Maine has seen an increase in private settlement agreements after mediation. It is thought that parties have increasingly used the mediation discussion as a springboard for a private settlement agreement.

Actions required in FFY 2013 response

None

Indicator 17: State Systemic Improvement Plan



Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

Reported Data

Baseline Data: 2014

FFY	2013	2014
Target ≥		11.22%
Data	11.22%	8.92%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline
Blue – Data Update

FFY 2015 - FFY 2018 Targets

FFY	2015	2016	2017	2018
Target ≥	9.00%	10.00%	13.00%	16.00%


Key:

Explanation of Changes

The proficiency measure, the proficiency baseline, and the targets listed above are revisions of those listed and described in Phase I of the SSIP. With stakeholder input, the measure, baseline, and targets have been revised to align with modifications of Maine's State-Identified Measurable Result (SIMR) and associated improvement strategies. Unlike the SIMR identified in Phase I, which focused on the math proficiency of students with disabilities in schools with specified achievement gaps between students with disabilities and their general education peers, the revised SIMR focuses on the math proficiency of students with disabilities in schools in which teachers volunteer to take part in a specific professional development program that aims to improve math content knowledge and pedagogy. Therefore, the new proficiency baseline, 8.92%, is the FFY2014 proficiency percentage of grade 3–8 students with IEPs who received instruction in the schools in which teachers will receive high-quality research-based professional development in the teaching of math during the summer of 2016. Given the new baseline, Maine DOE solicited input from the full SSIP stakeholder group for suggested targets for FFY 2015-FFY 2018. The targets that were agreed upon are listed above.

Description of Measure

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the [introduction](#).

 Enter additional information about stakeholder involvement

Overview

Description of Measure – Students with Individualized Education Plans (IEPs) in grades 3–8 will demonstrate improved math proficiency as measured by math scores on the state assessment in the subset of schools in which teachers receive evidence-based professional development in the teaching of math. To express proficiency as a percentage, Maine reports the percent of grade 3–8 students with IEPs in identified schools who demonstrate proficiency in math on the statewide assessment:

Percent = number of grade 3–8 students with IEPs in the identified schools who demonstrate proficiency in math divided by the number of grade 3–8 students with IEPs in the identified schools who are evaluated on the math assessment.

Additionally, to identify potential improvement in math test scores that is not accompanied by a crossing of the score boundaries that define the proficiency categories, Maine will track student growth in the identified schools by assessing yearly changes in students' scaled scores on the statewide math assessment.

The proficiency measure and the proficiency baseline and targets listed above are revisions of those listed and described in Phase I of the SSIP. With stakeholder input, the measure, baseline, and targets have been revised to align with modifications of Maine's State-Identified Measurable Result (SIMR) and associated improvement strategies. Unlike the SIMR identified in Phase I, which focused on the math proficiency of students with disabilities in schools with specified achievement gaps between students with disabilities and their general education peers, the revised SIMR focuses on the math proficiency of students with disabilities in schools in which teachers volunteer to take part in a specific professional development program that aims to improve math content knowledge and pedagogy. Therefore, the new proficiency baseline, 8.92%, is the FFY2014

FFY 2014 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

proficiency percentage of grade 3–8 students with IEPs who received instruction in the schools in which teachers will receive high-quality research-based professional development in the teaching of math during the summer of 2016.

Data Analysis – The data and analyses used to formulate the modified SIMR and associated improvement strategies are the same as those documented in Phase I of the SSIP (see Phase I Data Analysis).

State-Identified Measurable Result for Children with Disabilities – Students with IEPs in grades 3–8 will demonstrate improved math proficiency as measured by math scores on the state assessment in the subset of schools in which teachers participate in a research based professional development program that aims to improve math content knowledge and pedagogy.

Theory of Action and Logic Model – The SSIP Theory of Action and Logic Model are attached to the SSIP Phase II write-up.

Data Analysis

A description of how the State identified and analyzed key data, including data from SPP/APR indicators, 618 data collections, and other available data as applicable, to: (1) select the State-identified Measurable Result(s) for Children with Disabilities, and (2) identify root causes contributing to low performance. The description must include information about how the data were disaggregated by multiple variables (e.g., LEA, region, race/ethnicity, gender, disability category, placement, etc.). As part of its data analysis, the State should also consider compliance data and whether those data present potential barriers to improvement. In addition, if the State identifies any concerns about the quality of the data, the description must include how the State will address these concerns. Finally, if additional data are needed, the description should include the methods and timelines to collect and analyze the additional data.

The data and analyses used to formulate the FFY 2014 revised SIMR and associated improvement strategies are the same as those documented in Phase I of the SSIP (see Phase I data analysis).

Analysis of State Infrastructure to Support Improvement and Build Capacity

A description of how the State analyzed the capacity of its current infrastructure to support improvement and build capacity in LEAs to implement, scale up, and sustain the use of evidence-based practices to improve results for children with disabilities. State systems that make up its infrastructure include, at a minimum: governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring. The description must include current strengths of the systems, the extent the systems are coordinated, and areas for improvement of functioning within and across the systems. The State must also identify current State-level improvement plans and initiatives, including special and general education improvement plans and initiatives, and describe the extent that these initiatives are aligned, and how they are, or could be, integrated with, the SSIP. Finally, the State should identify representatives (e.g., offices, agencies, positions, individuals, and other stakeholders) that were involved in developing Phase I of the SSIP and that will be involved in developing and implementing Phase II of the SSIP.

See Phase I for initial infrastructure analysis. Further developments and improvements of infrastructure are described in Component 1 of the SSIP Phase II write-up.

State-identified Measurable Result(s) for Children with Disabilities

A statement of the result(s) the State intends to achieve through the implementation of the SSIP. The State-identified result(s) must be aligned to an SPP/APR indicator or a component of an SPP/APR indicator. The State-identified result(s) must be clearly based on the Data and State Infrastructure Analyses and must be a child-level outcome in contrast to a process outcome. The State may select a single result (e.g., increasing the graduation rate for children with disabilities) or a cluster of related results (e.g., increasing the graduation rate and decreasing the dropout rate for children with disabilities).

Statement

State-Identified Measurable Result - Students with IEPs in grades 3–8 will demonstrate improved math proficiency as measured by math scores on the state assessment in the subset of schools in which teachers participate in a research based professional development program that aims to improve math content knowledge and pedagogy.

Description of Measure – Students with Individualized Education Plans (IEPs) in grades 3–8 will demonstrate improved math proficiency as measured by math scores on the state assessment in the subset of schools in which teachers receive evidence-based professional development in the teaching of math. To express proficiency as a percentage, Maine reports the percent of grade 3–8 students with IEPs in identified schools who demonstrate proficiency in math on the statewide assessment:

Percent = number of grade 3–8 students with IEPs in the identified schools who demonstrate proficiency in math divided by the number of grade 3–8 students with IEPs in the identified schools who are evaluated on the math assessment.

FFY 2014 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Additionally, to identify potential improvement in math test scores that is not accompanied by a crossing of the score boundaries that define the proficiency categories, Maine will track student growth in the identified schools by assessing yearly changes in students' scaled scores on the statewide math assessment.

Description

With stakeholder input, Maine's State-Identified Measurable Result (SIMR) and associated improvement strategies were revised in FFY 2014. Unlike the SIMR identified in Phase I, which focused on the math proficiency of students with disabilities in schools with specified achievement gaps between students with disabilities and their general education peers, the revised SIMR focuses on the math proficiency of students with disabilities in schools in which teachers volunteer to take part in a specific professional development program that aims to improve math content knowledge and pedagogy. Maine DOE and Maine's SSIP stakeholder group discussed the revised SIMR and associated improvement strategies in the fall of 2015, and all members expressed a great deal of support. The professional development program that will serve as the primary improvement strategy for achieving the SIMR is discussed in Component 2 of the SSIP Phase II write-up. The Theory of Action and Logic Model that correspond to the revised SIMR are attached to the SSIP Phase II write-up.

Description of Measure – Students with Individualized Education Plans (IEPs) in grades 3–8 will demonstrate improved math proficiency as measured by math scores on the state assessment in the subset of schools in which teachers receive evidence-based professional development in the teaching of math. To express proficiency as a percentage, Maine reports the percent of grade 3–8 students with IEPs in identified schools who demonstrate proficiency in math on the statewide assessment:

Percent = number of grade 3–8 students with IEPs in the identified schools who demonstrate proficiency in math divided by the number of grade 3–8 students with IEPs in the identified schools who are evaluated on the math assessment.

Additionally, to identify potential improvement in math test scores that is not accompanied by a crossing of the score boundaries that define the proficiency categories, Maine will track student growth in the identified schools by assessing yearly changes in students' scaled scores on the statewide math assessment.

Selection of Coherent Improvement Strategies

An explanation of how the improvement strategies were selected, and why they are sound, logical and aligned, and will lead to a measurable improvement in the State-identified result(s). The improvement strategies should include the strategies, identified through the Data and State Infrastructure Analyses, that are needed to improve the State infrastructure and to support LEA implementation of evidence-based practices to improve the State-identified Measurable Result(s) for Children with Disabilities. The State must describe how implementation of the improvement strategies will address identified root causes for low performance and ultimately build LEA capacity to achieve the State-identified Measurable Result(s) for Children with Disabilities.

With stakeholder input, Maine's State-Identified Measurable Result (SIMR) and associated improvement strategies were revised in FFY 2014. Unlike the SIMR identified in Phase I, which focused on the math proficiency of students with disabilities in schools with specified achievement gaps between students with disabilities and their general education peers, the revised SIMR focuses on the math proficiency of students with disabilities in schools in which teachers volunteer to take part in a specific professional development program that aims to improve math content knowledge and pedagogy. Maine DOE and Maine's SSIP stakeholder group discussed the revised SIMR and associated improvement strategies in the fall of 2015, and all members expressed a great deal of support. The professional development program that will serve as the primary improvement strategy for achieving the SIMR is discussed in Component 2 of the SSIP Phase II write-up. Additionally, the Theory of Action and Logic Model that correspond to the revised SIMR are attached to the SSIP Phase II write-up.

Theory of Action

A graphic illustration that shows the rationale of how implementing the coherent set of improvement strategies selected will increase the State's capacity to lead meaningful change in LEAs, and achieve improvement in the State-identified Measurable Result(s) for Children with Disabilities.

[Maine SSIP Theory of Action](#) Maine SSIP Theory of Action

Illustration



Provide a description of the provided graphic illustration (optional)

Infrastructure Development

- (a) Specify improvements that will be made to the State infrastructure to better support EIS programs and providers to implement and scale up EBPs to improve results for infants and toddlers with disabilities and their families.
- (b) Identify the steps the State will take to further align and leverage current improvement plans and other early learning initiatives and programs in the State, including Race to the Top-Early Learning Challenge, Home Visiting Program, Early Head Start and others which impact infants and toddlers with disabilities and their families.
- (c) Identify who will be in charge of implementing the changes to infrastructure, resources needed, expected outcomes, and timelines for completing improvement efforts.
- (d) Specify how the State will involve multiple offices within the State Lead Agency, as well as other State agencies and stakeholders in the improvement of its infrastructure.

(1a) Improvements to State Infrastructure. The analysis conducted as part of Phase I of Maine's SSIP identified a number of infrastructure elements that could be developed or further aligned with SSIP activities to support LEAs in implementing and sustaining evidence-based practices in the teaching of math. Building on that initial analysis, Maine plans to build capacity, expertise, and sustainability by leveraging and further developing the following infrastructure components:

- **Financial Support** – The primary financial resource that Maine DOE plans to leverage to support the Math4ME training, post-training fidelity assessments and coaching in LEAs, and long-term scale-up is the State Personnel Development Grant (SPDG), implemented by the Maine DOE Office of Special Services. SPDG funding will pay for expert trainers to provide professional development to participating teachers and provide advanced training to Teacher-Leaders, described below. Additionally, SPDG funds will provide up to \$10,000 to each school to cover miscellaneous costs associated with their teachers' participation in the project (e.g. cost of substitutes, travel, materials). The SPDG budget also provides funds over the course of 5 years for scale-up of the initiative to additional LEAs in different regions of Maine.
 - **Foundations of Math Trainers** – Maine DOE will contract with the two developers of the Foundations of Math training to provide training to special education and general education teachers in participating LEAs. The trainers will also provide advanced training on fidelity of practice to Teacher-Leaders.
 - **Teacher-Leaders** – Maine DOE will contract with one LEA in each year's cohort of participating LEAs to provide a teacher to serve as Teacher-Leader for the cohort. Maine DOE will provide the LEA with the amount of the teacher's salary, benefits, and miscellaneous costs to allow the teacher to be available for the Math4ME initiative. The Teacher-Leader will receive advanced training on fidelity of practice of the Foundations of Math program and will be responsible for fidelity observations, coaching of the trained teachers in the LEA cohort, and coordination of data collections necessary to evaluate program effectiveness for the cohort. Teacher-Leaders also will assist with scale-up and expansion of expertise and capacity in other Maine LEAs.
 - **Math Content Specialist** – The Maine DOE Learning Systems Team recently hired a math content specialist specifically for elementary grade levels. This individual will participate in the initial Math4ME training and will join the SSIP Workgroup described below. Inclusion of the math content specialist in the Workgroup promises to offer a unique, math-specific perspective for evaluating the implementation and effectiveness of the professional development.
 - **General Supervision System** – Monitoring of public school special education programs occurs as part of the general supervision system. Monitoring has historically focused on compliance issues, but Maine DOE has committed to the transformation of its general supervision system into one that looks at student outcomes such as proficiency in addition to compliance elements. Working toward this shift in focus to student outcomes, Maine currently participates in the TA&D Network Results-Based Accountability Cross-State Learning Collaborative to learn about other states' approaches to crafting results-driven monitoring systems. The inclusion of student outcomes in LEA assessments will inform placement of each LEA on a tiered system of supports that will address either compliance and/or the improvement of student outcomes. The inclusion of student outcomes in these assessments is a significant change in infrastructure that will inform and be informed by the work of the SSIP.
 - **Communication Network** – Maine DOE communicates with educators and the public via weekly Commissioner's Updates. These emails originate from the Maine DOE newsroom and inform members of the listserve on current events within the Maine DOE and the field of education more generally as it relates to Maine. All professional development opportunities sponsored by or provided through the Maine DOE are posted on the Maine DOE Professional Development Calendar. These resources offer, among other things, evidence-based tools with instructions for use, recorded trainings accessible at any time, and live trainings to attend in areas of need or interest. Maine's communication network will be leveraged to publicize activities related to the Math4ME initiative. Additionally, to reach parents who might not be aware of Maine DOE's existing communication tools, Maine DOE will contract with the Maine Parent Federation to offer periodic informational presentations to parents regarding SSIP activities and the impact of those activities on students in general and special education.
 - **Program Evaluation** – The Maine Education Policy Research Institute (MEPRI), housed at the University of Maine, has been contracted to conduct the external evaluation of the SSIP. For two decades, MEPRI has provided research, program evaluation, and policy analysis to Maine schools, agencies, and community organizations, as well as other university and community-based researchers. MEPRI researchers have expertise in quantitative and qualitative methods in addition to data collection and survey and instrument design.
 - **Teacher Preparation** – The University of Maine system is the primary provider of preservice training for Maine's teachers. Teachers also use University of Maine system courses and workshops to further develop their skills and to pursue advanced degrees. Maine DOE has engaged education faculty members at the University of Maine who have expressed an interest in partnering to integrate components of the Foundations of Math training into the curriculum of education majors. Incorporation of such components promises to have a far-reaching effect in sustaining evidence-based practices in the teaching of math across Maine.
- (1b) Alignment of the SSIP Initiative with Other Improvement Programs.** Maine's SSIP aligns with some of the most important and far-reaching of Maine DOE's initiatives – the Focus School/Priority School program and Proficiency-Based Diplomas.
- **Focus Schools/Priority Schools** – The Maine DOE School Improvement Team works with two categories of schools: (1) Focus Schools have the greatest gaps in proficiency between subgroups of students (e.g. students with disabilities compared to the entire school population) and (2) Priority Schools have low overall proficiency for the entire school population. Maine's differentiated accountability system identifies the professional development available to all schools, including those that do not fall into the priority and focus school categories but are eligible for Title I funding. Focus Schools receive coaching support using the Indistar system of leadership development. Coaches facilitate LEAs' self-assessments and use of data for effective improvement planning and implementation. The focus school/priority school coaches have been well represented in the development of the SSIP and will continue to consult with the SSIP Workgroup. Two of the schools selected in the initial Math4ME cohort are focus schools, and the focus school coach will work in collaboration with the Math4ME Teacher-Leaders to enhance both initiatives.
 - **Proficiency Based Diplomas** – Title 20-A, Part 3, Chapter 207-A, Subchapter 3, Section 4722-A requires that all Maine students will meet standards in eight content areas to receive a high school diploma beginning in 2018. Work in this area addresses the shift to demonstration of proficiency in content standards, putting achievement of standards behind the diploma. Content specialists are supporting schools in the implementation of the revised Maine Learning Results which incorporate the Common Core State Standards for mathematics and English language arts. The Special Services General Education/Special Education Liaison supports the content specialists and schools in universal designs for learning, multiple pathways for demonstration of proficiency, and

standards-aligned IEP goal development. Many LEAs have applied for and been awarded extensions to the proficiency based diploma as far out as 2020-21. Substantial professional development regarding proficiency-based education has been offered to support LEAs in their implementation of the laws. The Math4ME project is an important professional development activity that will help all educators serving student with disabilities acquire the content knowledge and skills necessary to support math proficiency for all students.

(1c) SSIP Administration and Resources. A cross-division SSIP Workgroup has been created at Maine DOE to translate the ideas that arise in discussions with stakeholders, technical assistance personnel, evaluators, trainers, and others into suggestions and formulate decision points regarding the SSIP and to forge linkages between initiatives across DOE divisions. The workgroup represents a variety of perspectives and divisions across Maine DOE and consists of the Maine DOE Special Education Director, the SSIP Coordinator, the Federal Programs Coordinator, the Special Purpose Private School Coordinator, the General Education/Special Education Liaison, and the IDEA Part B Data Manager. Moving forward, Maine DOE's newly-hired elementary-school math content expert will also join the workgroup. The group will meet regularly to assess implementation progress, evaluate outcomes, and discuss ways in which Maine DOE and other state agencies can best support LEAs in the development, scale-up, and sustained implementation of evidence-based practices in the teaching of math.

Additionally, Maine DOE personnel, including members of the SSIP Workgroup, will continue to meet with the full stakeholder group throughout the length of the SSIP. These meetings will be used to examine implementation progress, evaluate data available from formative and summative assessments, solicit stakeholder feedback, and address ad-hoc issues and implementation barriers. An important function of the group will be to proactively advise on the acquisition of resources necessary to engage each new LEA cohort. Resource and timeline considerations will involve yearly solicitation of applications from LEAs wishing to participate in the professional development, contracting with LEAs for new Teacher-Leaders, and contracting with trainers. The inclusion of the SSIP initiative as one of the SPDG-funded professional development goals is a substantial benefit for the acquisition of SSIP resources. Maine has budgeted SPDG funds to ensure that SSIP-related contracts with LEAs, trainers, and external evaluators can be funded through 2020. Sustainability of evidence-based practices in the teaching of math beyond the SPDG-funded time-frame will include the integration of Math4ME professional development elements into teacher preparation programs at the University of Maine System.

1(d) Involvement of Multiple Offices and Agencies. Maine DOE divisions have significantly increased their collaborations over the past several years, creating overlap and cross-team activities. It is clear that the working relationships within Maine DOE have been changing to include more frequent conversation and collaboration to assist LEAs in their work with students with and without disabilities. For example, the Office of Special Services has worked closely with the math specialists on Maine DOE's Learning Systems Team in the development of the SSIP and will further engage Maine DOE's general education partners by consulting with the newly-hired elementary-school math content specialist. Additionally, the General Education/Special Education Liaison, a member of the SSIP Workgroup, will continue to attend regular meetings of the Learning Systems Team to facilitate the exchange of ideas and collaborate on work that benefits all Maine students.

Additionally, Maine DOE's Focus and Priority School program administrators and coaches will play a significant role in the implementation and evaluation of the model of coaching and fidelity assessment that will be used for the Math4ME initiative. The relevant areas for improvement within and across the systems include an aligned practice of coaching that is targeted specifically to the needs of special education teachers and general education teachers as they relate to the instruction of students with disabilities. Students receiving special education are general education students first, and their general education teachers require knowledge of inclusive teaching strategies to successfully educate these students in their classrooms to the fullest extent possible. Additionally, special education teachers are in need of instructional strategies for math that exploit areas of strength and support areas of need. Coaching is an evidence-based training practice that has been shown to have the highest training outcomes for knowledge of content, skill implementation, and classroom application when paired with administrative support and data feedback (Joyce & Showers, 2002). As such, Maine DOE is committed to a coaching model that supports inclusive teaching strategies for general educators and increasing understanding of effective math instructional practices by special educators.

Summary: The relative areas of strength within and across systems include general education and special education initiatives and activities that have been increasingly aligned. The increased communication and collaboration of teams embodies multiple reform initiatives addressing all students, including students with disabilities. Maine's ongoing implementation of proficiency-based education initiatives, differentiated accountability systems of supports, educator effectiveness initiatives, and other educational reforms cannot occur with teams working on their own. Cross-collaboration and cross-communication between and among teams ensure all students are considered as general education students first, and the professional development activities currently offered, even when focused on students with disabilities, have intended outcomes for all students. Supports that teachers and educational leaders need to meet high expectations for all students are provided in multiple ways and are communicated to the field on a regular basis.

Support for EIS programs and providers Implementation of Evidence-Based Practices

- (a) Specify how the State will support EIS providers in implementing the evidence-based practices that will result in changes in Lead Agency, EIS program, and EIS provider practices to achieve the SIMR(s) for infants and toddlers with disabilities and their families.
- (b) Identify steps and specific activities needed to implement the coherent improvement strategies, including communication strategies and stakeholder involvement; how identified barriers will be addressed; who will be in charge of implementing; how the activities will be implemented with fidelity; the resources that will be used to implement them; and timelines for completion.
- (c) Specify how the State will involve multiple offices within the Lead Agency (and other State agencies such as the SEA) to support EIS providers in scaling up and sustaining the implementation of the evidence-based practices once they have been implemented with fidelity.

(2a) Implementation Support for LEAs. With stakeholder input, the Maine Department of Education (DOE) has chosen to implement an evidence-based professional development program in the teaching of foundations of math (Math4ME) in selected schools as its primary SSIP improvement strategy.

In the summer of 2015, Maine DOE began investigating published research on the Foundations of Math professional development program and discussed its empirical basis with two developers of the program: Chris Cain, an Associate Professor of Education at Mars Hill University, and Valerie Faulkner, an Assistant Professor of Education at North Carolina State University. Maine DOE personnel also discussed the program's promise with Maine's stakeholder group, whose members expressed a high level of support, and with federally-contracted technical assistance personnel, including Mary Watson, a former Special Education Director in North Carolina, a state that had already seen a great deal of success as a result of the program. A significant portion of the Foundations of Math training focuses on components of number sense: 1) Algebraic and Geometric Thinking, 2) Quantity/Magnitude, 3) Numeration, 4) Equality, 5) Base Ten, 6) Form of a Number, and 7) Proportional Reasoning (Cain, Doggett, Faulkner, & Hale, 2007). These content components are integrated with evidence-based teaching practices to increase the conceptual coherence of math instruction, and there is evidence that the training increases teachers' knowledge of math content and pedagogy and that students have benefitted from receiving math instruction from teachers who have received the training (Faulkner, Cain, Hale, & Doggett, 2006; Faulkner & Cain, 2013). For example, comparing end-of-grade math assessments, the North Carolina Department of Public Instruction verified that students with disabilities who were taught by teachers who participated in the training made greater gains than students with disabilities who were taught by teachers who had not participated in the training (see Attachment 2).

After obtaining consensus with stakeholders on the value of implementing the professional development program in Maine, Maine DOE contracted with two developers of the program, Chris Cain and Valerie Faulkner, to provide the training to teachers of math at selected schools. Schools were selected using a competitive application process. Maine DOE advertised the opportunity to participate in the Math4ME training to all public LEAs in Maine, and the selection of LEAs was based on their responses to the application questions (see Attachment 3 for application rubric). In their applications, LEAs described how their needs fit with the professional development, and they addressed their readiness

and capacity to institute evidence-based improvement practices in their schools. Specifically, Maine DOE's selection of LEAs was based on evaluation of the following factors, which LEAs addressed in their applications:

- Rationale/description of need for the professional development
- Readiness to implement improvement practices, including support for ongoing coaching of teachers after initial training
- Leadership structure and infrastructure available to sustain the improvement strategies
- Evidence of collaboration between special education and regular education teachers, including a description of how special education and regular education teachers will continue to collaborate for long-term implementation of the improvement strategies.

Based on these criteria, in the fall of 2015 Maine DOE selected 5 schools spanning the school districts of Auburn, Lewiston, MSAD 52, and the Auburn site of the Margaret Murphy Centers for Children (a special purpose private school) as the first cohort of schools to engage in the training. In addition to strong valuation of the LEAs' readiness, leadership, needs, and the other factors that influenced selection, the selected LEAs are geographically adjacent in a relatively urban area, and there is a high degree of student transience between them. Therefore, students transferring between the schools of the selected LEAs would be more likely to receive consistent math instruction.

The Math4ME training will begin in the summer of 2016 with five days of on-site training and outside reading covering math content and evidence-based practices in the teaching of math. Participants will be volunteer special education teachers and volunteer regular education teachers from the selected LEAs. The expected number of participants in this training is 4–7 teachers from each of the 5 selected schools for a total of 20–35 participants. As mentioned above, a significant portion of the training focuses on number sense, and the content components are integrated with evidence-based teaching practices designed to increase the conceptual coherence of math instruction.

After training, Maine DOE will support the LEAs to ensure continuous implementation and fidelity of practice in several ways. Maine DOE will contract with one of the LEAs to provide a teacher who will assume the position of Teacher-Leader. This individual will receive additional training on the fidelity of practice of the Math4ME program and will be responsible for fidelity observations and coaching of the trained teachers across all selected LEAs. The Teacher-Leader will also coordinate the data collections necessary to evaluate the effectiveness of the program for the LEA cohort. Additionally, Maine DOE will contract with the University of Maine to provide external evaluators for the project. The evaluators will create data-collection instruments, conduct teacher interviews, and engage in other evaluation activities (see the Evaluation Section, Component 3 of this document). Collaboratively, the University of Maine evaluators, Maine DOE, and the Teacher-Leader will coordinate fidelity of practice assessments, formative evaluations of student progress, and teacher interviews throughout the school-year. Additionally, end-of-grade math assessments will be evaluated at the end of the school year. Evaluation will be ongoing for the initial cohort of students of trained teachers (e.g., following student math performance in the years that follow), and plans for scale-up include training the majority of teachers of math (both general educators and special educators) in the selected LEAs. During scale-up, LEAs will continue to receive the same supports that were provided during the first year of the program.

Given that favorable results are seen for the first cohort of LEAs, Maine DOE envisions that long-term scale-up will include delivery of the Math4ME training to other LEAs across the state. Additionally, pending evaluation of the program's effectiveness, education faculty members from the Farmington and Orono campuses of the University of Maine have expressed an interest in partnering with Maine DOE in scale-up activities that include integrating components of the training into the course curriculum for education majors at the University of Maine.

(2b) Implementation Timelines and Improvement Strategies. Maine's stakeholders have contributed consistently and substantially to the interpretation of data analyses, infrastructure analyses, selection and modification of the SIMR, and the form and direction of the implementation plan more generally. The goal for each stakeholder meeting has been to work as partners toward an intended outcome. In some cases the purpose of the meeting was to brainstorm and share perspectives. In others, the intent was to reach consensus on a general course of action or specific activities. In each case, Maine DOE personnel and technical assistance personnel presented information and facilitated discussion, and members of the stakeholder group partnered with Maine DOE personnel to make decisions. From these meetings, Maine stakeholders and Maine DOE have agreed to the following improvement activities, roles, goals, and timelines for first-year implementation:

• **Implementation Activity 1: Math4ME Training of Initial Cohort of Teachers**

Short-Term Timeline: 5 days of training; completed during summer, 2016

Coordinator/Facilitator: Chris Cain and Valerie Faulkner

Participants: 4–7 teachers from each of the 5 selected schools for a total of 20–35 participants.

Resources: State/IDEA funds

Assessment of Fidelity: Pre-training–Post-training to assess changes in teachers' knowledge of math content and pedagogy.

Long-Term Timeline/Scale-up: Training of additional teacher cohorts and Teacher-Leaders.

• **Implementation Activity 2: Fidelity Training for Teacher-Leader**

Short-Term Timeline: Completed during summer, 2016

Coordinator/Facilitator: Chris Cain and Valerie Faulkner

Participants: One individual from one of the 5 selected schools.

Resources: State/IDEA funds

Assessment of Fidelity: Post-Training assessment on fidelity of practice

Long-Term Timeline/Scale-up Activities: Obtain Teacher-Leader for each new cohort of LEAs trained

• **Implementation Activity 3: Fidelity Checks/Coaching of Trained Teachers**

Short-Term Timeline: 3 coaching visits during the 2016-17 school year for each trained teacher

Coordinator/Facilitator: Teacher-Leader

Participants: Each trained teacher will be coached

Resources: State/IDEA funds

Assessment of Fidelity: Fidelity evaluations will be completed by the Teacher-Leader

Long-Term Timeline/Scale-up Activities: 3 coaching visits per year for trained teachers in subsequent cohorts

Maine DOE will continue to schedule meetings with the full stakeholder group as appropriate throughout the length of the SSIP. These meetings will be used to report implementation progress, evaluate data available from formative and summative assessments, solicit feedback from stakeholders, and address any ad-hoc issues and implementation barriers. In addition to the full meetings, members of the stakeholder group may join smaller more content-specific groups that will communicate more frequently in person or by email to discuss specific areas of interest. Additionally, an SSIP Implementation Leader from Maine DOE will be responsible for providing updates to stakeholders, evaluators, and all interested persons via an emailed newsletter, and the person will serve as a point of contact for communicating needs, concerns, and updates between the LEA Teacher-Leader, the external evaluators, members of the stakeholder group, and other Maine DOE personnel.

(2c) Resources and Stewardship for Sustained Implementation. The Maine DOE SSIP Workgroup was developed to translate the ideas that arise in discussions with stakeholders, technical assistance personnel, evaluators, trainers, and others into suggestions and formulate decision points regarding the improvement plan. The workgroup consists of the State Special Education Director, the SSIP Coordinator, the Federal Programs Coordinator, the Special Purpose Private School Coordinator, the General Education/Special

Education Liaison, and the IDEA Part B Data Manager. The Regular Education/Special Education Liaison was hired by the Special Services division of Maine DOE to engage in activities of Maine DOE's Learning Systems Teams and the State Personnel Development Grant (SPDG) initiatives that support scale-up and sustained implementation of evidence-based practices. The Learning Systems Team includes the Standards and Instructional Support Team and the School Improvement Team, and these teams participate in initiatives that cross divisions within Maine DOE. The Learning Systems Team includes a newly-hired math specialist for elementary grade levels, and this individual will be invited to participate in the initial Math4ME training as an introduction to the SSIP work. The SSIP Workgroup and Learning Systems Team members will meet regularly to discuss the ways in which Maine DOE and other state agencies can best support LEAs in scale-up and sustained implementation of evidence-based practices, including the Math4ME initiative.

Additionally, the State Personnel Development Grant (SPDG) submitted for the next competitive grant cycle includes a goal focused on state capacity-building and scale-up for evidence-based math instruction. In the application, SPDG funding has been budgeted to support Math4ME training for additional teachers and Teacher-Leaders, ongoing coaching and fidelity assessments, evaluations of program effectiveness, and other activities that support the SSIP through 2020. State/IDEA funds also will be used to maintain external evaluation by the University of Maine for scale-up activities that take place between the first year of Math4ME training and 2018.

Maine also has engaged education faculty members at the University of Maine who have expressed an interest in partnering with Maine DOE to integrate components of the Math4ME training into the curriculum of education majors at the University of Maine, which will have a far-reaching influence in sustaining evidence-based practices in the teaching of math across Maine. To facilitate this partnership and efforts to improve teacher per-service preparation for teaching math to students with disabilities, the Maine DOE SSIP Workgroup will invite a representative from the Standards and Instructional Support team within Maine DOE to serve on the SSIP Workgroup and work with the stakeholders.

Evaluation

- (a) Specify how the evaluation is aligned to the theory of action and other components of the SSIP and the extent to which it includes short-term and long-term objectives to measure implementation of the SSIP and its impact on achieving measurable improvement in SIMR(s) for infants and toddlers with disabilities and their families.
- (b) Specify how the evaluation includes stakeholders and how information from the evaluation will be disseminated to stakeholders.
- (c) Specify the methods that the State will use to collect and analyze data to evaluate implementation and outcomes of the SSIP and the progress toward achieving intended improvements in the SIMR(s).
- (d) Specify how the State will use the evaluation data to examine the effectiveness of the implementation; assess the State's progress toward achieving intended improvements; and to make modifications to the SSIP as necessary.

(3a) Evaluation Objectives and Components. The development of Maine's evaluation plan was guided by the theory of action (Attachment 4) and the objectives outlined in the SSIP logic model (Attachment 5). The theory of action and logic model outline a pathway to sustainable evidence-based math instruction to improve math proficiency for students with disabilities in Maine. The evaluation elements aligned with implementation activities are noted in the Implementation section (Component 2) of this document. The following evaluation activities are aligned to each of the outcomes/objectives listed in the logic model:

- Outcome 1 (short-term): Increased knowledge of fundamental math content and pedagogy for Teacher Leader. Data/Evaluation of Progress: The Teacher-Leader will demonstrate increased knowledge of math content and evidence-based pedagogy as measured by pre- and post-training assessments developed by the external evaluator.
- Outcome 2 (short-term): Increased knowledge of fundamental math content and pedagogy for trained teachers. Data/Evaluation of Progress: The teachers who participate in training will demonstrate increased knowledge of math content and evidence-based pedagogy as measured by pre- and post-training assessments developed by the external evaluator.
- Outcome 3 (Medium-term): Increased skill of trained teachers in utilizing evidence-based practices in the teaching of math. Data/Evaluation of Progress: The Teacher-Leader will conduct 2 to 3 fidelity observations/coaching with each trained teacher during the course of the school year following the teachers' training. The rubric used for fidelity evaluations will be designed by external evaluators at the University of Maine in collaboration with the trainers/developers of the professional development and the Teacher-Leader. Additionally, each teacher will be interviewed by an external evaluator from the University of Maine at least once during the school year to assess the degree to which teachers feel their practices have improved and to gauge teachers' assessments of the benefits of the training and fidelity observations/coaching.
- Outcome 4 (Medium-term): Increased number of students with disabilities exposed to evidence-based teaching practices regarding fundamental concepts in math. Data/Evaluation of Progress: Maine DOE will monitor the number of teachers trained from the initial cohort through scale-up with subsequent cohorts.
 - o The goal for year 1 of the initial cohort is to train 50% of the special education teachers and 8% of the regular education teachers in the selected schools, for a total of 22 teachers.
 - o The goal for year 2 of the initial cohort is to train at least 20 new teachers in the selected schools such that 90% of the special education teachers and 16% of the regular education teachers are trained by the end of year 2.
 - o The year 3 goal is a scale-up of the initiative beyond the initial cohort. The new cohort will consist of 5 new schools in new LEAs. For the new cohort, the year 1 and year 2 goals for the number of teachers trained will be the same as the year 1 and year 2 goals of the first cohort.

Progress toward these goals will be monitored and, with stakeholder input, targets will be adjusted when appropriate. Additionally, the Teacher-Leader will provide Maine DOE and the external evaluators with counts of the number of students being taught by teachers who received the math training each year.

- Outcome 5 (Long-term): Increased proficiency in math for elementary-aged students with disabilities in the selected LEAs. Data/Evaluation of Progress: Progress toward improved math proficiency of students in the selected LEAs will be formatively assessed by teachers during the course of each school year. Because formative assessments of students at one LEA may differ from formative assessments of students at other LEAs, it will be essential to consider student performance in the context of the specific school and teacher. Therefore, analysis of formative performance data will be informed by input from the teachers; teacher interviews by external evaluators will serve to gather teacher input and contextual information, and they will also provide an opportunity to illuminate outcomes that would not be discernable from performance assessments alone (e.g., changes in students' enthusiasm for math, completion of homework). Summative assessments will consist of

the math section of end-of-grade statewide assessments. Additionally, external evaluators from the University of Maine will conduct surveys of the parents of children taught by the trained teachers to track potential improvements in the students' attitudes toward math and other potential outcomes that would not be captured by examination scores alone.

As described above, Maine DOE's plan for scale-up beyond the initial cohort consists of increasing the number of trained teachers in additional LEAs and, as a corollary, increasing the number of students receiving evidence-based math instruction. Scale-up will also consist of the training of additional Teacher-Leaders to perform fidelity assessments and coaching of trained teachers at participating LEAs.

(3b) Stakeholder Involvement in Evaluation. Stakeholders have been integral in the selection of the evaluation activities listed above and will continue to be involved in the evaluation of progress toward all goals of the initiative. In a stakeholder meeting held on October 22, 2015, stakeholders considered the proposed changes to the SIMR and improvement activities and were very supportive of the changes. Additionally, in the October, 2015 meeting and a meeting held on January 28, 2016, stakeholders and Maine DOE collaborated to align the theory of action and logic model with the new improvement activities. In both of these meetings, stakeholders also suggested activities that they believed would be essential for promoting the initiative. These suggestions included engaging the Maine Parent Federation to offer informational sessions for families and teachers at the selected LEAs, distributing newsletters with progress updates for stakeholders, teachers, and parents, holding a publicized 'kick-off' of the initiative, and engaging in celebrations of success with the LEAs.

Additionally, stakeholders suggested evaluation elements that they thought were essential to monitoring the initiative. These suggestions included formative and summative assessments of students' math knowledge, feedback from teachers regarding their use of new pedagogical strategies and techniques in the classroom and their perceptions of students' responses to those techniques, parent feedback and perceptions of their children regarding changes in attitudes toward math, changes in students' completion of math homework, and other outcomes that would not be discernable from assessments alone.

The Maine DOE will continue to update stakeholders on implementation progress and emerging evaluation data and will schedule meetings through 2017 as appropriate. Additionally, members of the stakeholder group have been asked to indicate if they are interested in creating smaller committees that would address more specific topics or activities. For example, some members have indicated that they would be particularly interested in being involved in the planning and monitoring of activities associated with public promotion and dissemination of information about the initiative, others expressed a specific interest in evaluation activities. Therefore, we expect that, in addition to meetings of the full stakeholder group, content-specific stakeholder committees and Maine DOE personnel will communicate regularly via email and ad-hoc meetings.

(3c) Data Collection and Analysis. Stakeholders, Maine DOE personnel and external evaluators from the University of Maine discussed and agreed on the advantages of gathering within-school-year formative and end-of-grade summative data based on quantitative assessments of students' math knowledge and qualitative data on student outcomes that are not discernable from assessment scores alone. Formative assessments of students' math knowledge will be conducted periodically throughout the school year, and the data will be collected by the Teacher-Leader and submitted to the University of Maine external evaluators for analysis. Because formative assessments of students at one LEA may differ from formative assessments of students at other LEAs, it will be essential to consider student performance in the context of the specific school and teacher. Therefore, analysis of formative performance data will be informed by input from the teachers; teacher interviews by external evaluators will serve to gather teacher input and contextual information, and they will also provide an opportunity to illuminate outcomes that would not be discernable from performance assessments alone (e.g., changes in students' enthusiasm for math, completion of homework).

All student-level data, including assessment scores used for proficiency calculations, are entered and maintained in the State Student Information System. The Maine DOE Special Services Data Manager will de-identify the end-of-grade math performance data, other than student number, which would be required for tracking students across grades, and submit the data to the external evaluators for analysis. In the data submission, the Data Manager will indicate the students with disabilities who received math instruction from the trained teachers so comparisons can be made between these students and those in the same LEA who received instruction from teachers that did not participate in the training. Additional analyses will examine the proficiency percentages and average scaled scores of students with disabilities who received math instruction from the trained teachers as compared to all other LEA proficiency percentages and scaled scores of students with disabilities across the state. In addition to the end-of-year comparisons, the proficiency categories and scaled scores of students of trained teachers will be followed across grade levels in subsequent years and comparisons will be made between these students' scores and those of other students with disabilities in the same grades across the state.

(3d) Evaluating Progress Toward the SIMR. Formative and summative data regarding the success of implementation activities and progress toward the SIMR will be reviewed by external evaluators as it becomes available. External evaluators will share their analyses with the Maine DOE SSIP Workgroup, and with stakeholders in face-to-face meetings and periodic newsletters. Evaluation data will also be presented and discussed in meetings of the subgroup of stakeholders comprising the evaluation committee. Suggestions and concerns that arise from such discussions will be communicated to the full stakeholder group. Progress toward implementation goals and the SIMR will be assessed using the criteria outlined in Section (3a) above and will be communicated to stakeholders in meetings and newsletters. Based on assessments of implementation and progress toward the SIMR, decisions regarding modifications to implementation or evaluation activities, timelines, and goals will be made by the Maine DOE SSIP Workgroup as informed by suggestions solicited from the full stakeholder group and the external evaluators.

Technical Assistance and Support

Describe the support the State needs to develop and implement an effective SSIP. Areas to consider include: Infrastructure development; Support for EIS programs and providers implementation of EBP; Evaluation; and Stakeholder involvement in Phase II.

Maine has benefitted greatly from the assistance provided by multiple OSEP-funded technical assistance agencies. Personnel from the IDEA Data Center and the National Center for Systemic Improvement have provided indispensable guidance, consultation, and coordination through all steps of Maine's development of the SSIP, and Maine will continue to benefit greatly from their assistance. Moving forward to Phase III, consultation on continued stakeholder engagement, infrastructure development, alignment of resources, and technical assistance regarding implementation science and best-practices for scale-up will be particularly valuable. Additionally, Maine hopes to continue to draw on the experience of technical assistance personnel who have administered or consulted in the service of similar initiatives for systemic change in other states, particularly as those experiences relate to addressing potential implementation barriers.

At this time, the State Personnel Development Grant (SPDG) is the primary financial resource that Maine DOE plans to leverage to support the Math4ME training, post-training fidelity assessments and coaching in LEAs, evaluation of outcomes, and long-term scale-up. However, because the SPDG is a competitive grant that supports diverse initiatives beyond the SSIP, support from OSEP in the form of a non-competitive grant targeted specifically for SSIP implementation and scale-up would be a great benefit. The assurance of SSIP funding would assist with long-term planning for capacity-building and scale-up.

Additionally, stakeholder assistance and support has been and will continue to be crucial to the success of the SSIP. Maine DOE will continue to meet with the full stakeholder group to examine implementation progress, evaluate data available from formative and summative assessments, solicit stakeholder feedback, and address ad-hoc issues and implementation barriers. An important function of the group will be to proactively advise on how to engage and garner support from the field—teachers, administrators, students, and parents—in each new LEA cohort, broadcast successes, and build interest and enthusiasm for the initiative across the state.

Certify and Submit your SPP/APR

This indicator is not applicable.